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THE
Bombay Educational Record.

No. 1.] JANUARY 1, 1878. [Vol. XIV.

THE MONTH.

The results of the Matriculation Examination have not been published in full in time for insertion in this issue, but we may state that 217 have succeeded in finally passing the examination. We hear that the Cowasji Jehangir Latin Scholarship has been carried off, for the first time, by a boy from Elphinstone High School, and that the same school has won the General Knowledge Prize. The Jaggannath Sunkershet Sanskrit Scholarships have fallen, one to Ratnagiri High School, and one to the Rajaram High School, Kolhapur. Two out of the three English girl candidates have passed, one being seventh in order of merit in the whole list. We shall give a full analysis of the examination in our next.

The results of the B.A. Examination are not specially remarkable. A retrospective glance is afforded in the following figures:—

	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Elphinstone College..............	5	9	14	15	10	27	21
Deccan College.....................	6	10	8	12	4	7	9
St. Xavier's	3	2	1	2	3	2	...
Free Gen. As. Inst.	...	1	...	1	1	3	...
	14	22	23	30	18	39	30

The Ellis Scholarship, awarded to the student who obtains the highest marks in English at the B.A. Examination, has been gained by Mr. D. G. Shahani, a Sindhi student of Elphinstone College. In the same examination the Bhau Daji Prize for proficiency in Sanskrit was awarded to Mr. V. S. Apté, of Deccan College. The Bhugwandass Purshottamdass Sanskrit Scholarship was gained by Mr. D. H. [illegible], of Elphinstone College.

THE *Times of India* offers three practical suggestions for the consideration of the University Syndicate. First, that the Annual Report of the Syndicate should be enlarged, and should include analyses of the results of the various examinations, of the kind published by the Universities of London, Madras, and elsewhere, and now generally followed by examining bodies in England. In order to allow time for such a Report to be properly compiled, it is suggested it might be issued at the close of each official year. Second, to require—or, at any rate, invite—examiners to record their impressions of their work, with any practical hints suggested by their experience; and third, that the proceedings of the Senate should be thrown open to the public. We concur in all three suggestions.

MR. MANOCKJI B. COOPER, formerly Assistant Master in Elphinstone High School, and now joint proprietor of the flourishing Fort High School, has just returned from a very interesting tour in Europe. During his travels Mr. Manockji visited a large number of the chief middle-class schools in England, and also some of the great public schools, including Eton. Mr. Manockji speaks in the most grateful terms of the kindness shown to him everywhere in England by brethren in the profession. We understand that it is probable he will be elected a Member of the Royal College of Preceptors, London, a corporation of middle-class teachers of long standing, and of late rapidly rising in public estimation.

WE understand that a new High School is being opened at Nowanuggur, in Kattiawar.

THE Editor of the "Times of India Bombay Calendar and Directory" has succeeded in performing what we should have pronounced an impossibility: he has improved upon his Calendar of 1877. The new Calendar and Directory is a truly handsome volume of 1000 pages, and is far and away the best thing of the kind ever produced in India: indeed but few cities in the world could show a Calendar and Directory equal to it in fulness and accuracy of information, and general excellence of get-up. As to its contents, it would be more easy to say what it does not contain than what it does. Besides being a sort of Statesman's Year Book for India, it appears to contain all that one usually looks for in separate Ready Reckoners, University Calendars, Postal Guides, Army and Service

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Lists, Legal Remembrancers, &c., besides that every twenty pages discloses some new and craftily contrived compilation or digest, which we see at a glance is the very thing to have at one's elbow. As an instance of this in our own line we may refer to the table given at pages 679 and 680 of the numbers of students matriculated from each school in the Bombay Presidency since the year 1868 to the present time. We learn from this list that no less than 83 different institutions have contributed to the Matriculation class lists during these years, and we see the curious ups and downs of individual schools. A new feature this year in the Calendar is a complete set of Exchange Tables, showing the corresponding value of any sum in sterling money at all values of the rupee from 1*s.* 5*d.*, a column which we sincerely trust will never be required, to 1*s.* 11½*d.*, which we fear is little likely to be in requisition for some time to come. The account of the University of Bombay, with its already noble list of *thirty* endowments, and of the Government and other educational establishments of the Presidency is as complete as could be wished, and there is also a marvellously complete "Annals of our Time" for the year 1877, which is brought down to the middle of December. The volume altogether is a credit to Bombay, and is simply indispensable for every one who has business in or with Bombay or India.

A MEETING was recently held at the Birmingham Town Hall, at which prizes were presented to the children connected with the Board schools in the town for essays and answers to questions on the subject of kindness to dumb animals. A letter was read from Mr. Bright, who said—"If children at school can be made to understand how it is just and noble to be humane even to what we term inferior animals, it will do much to give them a higher character and tone through life." A letter was read from Lord Sandon, who said—"I trust you will accept my good wishes for the excellent object which you have in view."

THE Council of the Senate of Cambridge University recommend the appointment of a syndicate to consider the questions contained in six memorials addressed to the University advocating the methodical preparation and examination of teachers in schools higher than elementary.

AN English lady, Miss Blanche Edwards, has just passed a successful examination in Paris for the degree of *Bachelier ès Lettres*, equivalent to the English B.A. degree.

MR. J. W. HALES, the editor of Milton's Areopagitica in the Clarendon Press Series, and of "Longer English Poems," one of the most thorough of modern books on English scholarship, has been appointed Professor of English Literature in King's College, London, in succession to Professor Brewer, resigned.

Along with this number our readers will find a Title-page and classified Contents and Index to our last volume, Vol. XIII., for the year 1877.

THE ART OF TEACHING.

A valuable course of ten lectures to teachers by Mr. J. G. Fitch, one of H. M. Inspectors of Schools in England, and a well-known writer on education, has just come to a conclusion. The object of the course was announced to be generally to point out the conditions of success in the management and discipline of a school; and in particular to investigate, as far as the time would allow, the methods of teaching the ordinary subjects included in the routine of secondary instruction. The concluding lecture, "On the Correlation of School Studies," dealt with the relative claim of these various subjects, and the share of time and thought that should be allotted to each. The lecturer said the work of a good school fell under five heads—(1) the arts of reading, writing, and drawing; (2) language, philology; (3) pure science, including arithmetic, mathematics, and the elements of logic; (4) applied and experimental science; and (5) facts, such as those of history, geography. All these should be kept in view and pursued, *pari passu*, from the first, but at different stages of a learner's progress; the proportion of attention demanded by them respectively varied much, and throughout the whole course those studies which were disciplinal in their character, which gave to the learner the power to think, to observe, and to inquire, were of higher value than mere information, however valuable. These lectures have formed part of a series designed by the College of Preceptors with a view to aid professional teachers in understanding the philosophy of their work, and the principles and methods employed by the most skilled instructors. On the night of the first lecture ninety students entered the class, and during the two following weeks fifty-four others joined it. The members included head-masters and mistresses and assistants in some of the most important modern schools in the neighbourhood of London.

PRIMARY EDUCATION IN ENGLAND AND WALES.

The Annual Report of the Committee of Council on Education for England and Wales has appeared. It shows that in the year ended 31st August 1870 the inspectors visited 14,273 day schools in England and Wales to which annual grants were made, containing 20,782 departments under separate teachers, and furnishing accommodation, at eight square feet of superficial area per child, for 3,426,318 scholars. There were on the registers the names of 2,943,774 children, of whom 1,041,219 were (infants) under 7 years of age; 1,799,785 were between 7 and 13; 102,770 were above 13. Of these scholars 2,412,211 were present on the day of the inspector's visit to their respective schools, while 1,984,573 were, on an average, in daily attendance throughout the year; 1,783,303, having made the requisite number of attendances, were qualified to bring grants to their schools, 501,497 without individual examination, and 1,281,806 on passing a satisfactory examination in reading, writing, and arithmetic; 1,142,612 were actually presented for such examination, and while 666,303 passed the prescribed test without failure in any one of the three subjects, 87·09 scholars out of every 100 examined passed in reading, 79·42 in writing, and 70·15 in arithmetic. The inspectors also visited 602 schools which do not fulfil the conditions on which annual grants are made. In these schools 36,088 scholars were present on the day of inspection. The night schools examined during the year were 1,474 in number; 49,858 scholars above 12 years of age were, on an average, in attendance each night; 48,001 scholars were qualified for examination by having made the required number of attendances during the night school session. Of these 39,076 were actually examined, and out of every 100 scholars so examined 88 passed in reading, 70·94 in writing, and 58·66 in arithmetic.

It appears also that in 1876 accommodation was provided by 1,596 board schools for 556,150 scholars, and 328,071 were in average attendance. The increase in the accommodation in voluntary schools since 1869 has amounted to 1,104,224 places (or 62·52 per cent.), while the average attendance has increased by 593,503 (or 55·83 per cent.). During the last five years (1871 to middle of year 1876) the population between the ages of 3 and 15 has increased 414,010 (or 6½ per cent.); during the same period additional accommodation has been provided in efficient public elementary day schools for 1,413,639 scholars, being an increase of 70 per cent. The school boards have availed themselves freely of the power of borrowing on the security of the rates, given by the Acts of 1870 and 1873. Up to the 1st of April 1877 the Committee had recommended to the Public Works Loan Commissioners to make 2,239 loans, amounting to £7,686,766 1*s*. 5*d*., to 1,107 school boards, by means of which new accommodation will be furnished for some 21,831 scholars. The Committee had before them a considerable number of applications for similar assistance from various parts of the country in which new schools are required. Many of the schools for which loans have been made are now in operation, and increase the available school provision shown in the returns for the current year. The school boards have also acquired a considerable number of schools either by arrangement with private owners and managers, or, where the premises were held in trust for educational purposes, by transfers under the section of the Act of 1870 specially framed to meet such cases. The principles on which that section is administered are set forth in the minutes of the 17th July 1871, and 13th August 1875. About 600 schools have been transferred to school boards under these minutes.

The average attendance in aided schools (day and night) has risen from 1,225,764 in 1870 to 2,034,431 in 1876. There were in 1876 2,943,774 names of day scholars on the registers of inspected day schools (of whom 2,412,211 were present on the day of inspection), and this is the number of children, out of at least four and a half millions, for whom elementary schools are required, who received more or less of efficient instruction in such schools during the past year. Of the day scholars on the registers 1,041,219 were below, and 1,902,555 above seven years of age. Of the 1,041,219 scholars below seven, only 501,497 had made the number of attendances required to bring grants to their schools; 467,423 were presented to the inspectors and reported on, of whom 195,782 were under instruction in classes of schools attended by older children, while 271,641 were taught in separate departments, by certified teachers of their own, and in rooms set apart and properly furnished for their instruction. The provision which is being made by school boards for the instruction of infants will, it is to be hoped, materially increase the number of this latter class of scholars.

The Committee regret that the returns show that, while 89 per cent. of the scholars qualified for examination were presented to the inspector, not more than 40 per cent. of those above ten were presented in standards appropriate to their age.

THE MATHEMATICAL PAPERS IN THE MATRICULATION EXAMINATION.

(Communicated by one of the Examiners.*)

The Mathematical portion of this year's Matriculation Examination has attracted a larger share of public attention, and provoked more criticism, than has been the case for many years. The Mathematical standard is said to have been suddenly and violently raised, and the Arithmetic paper in particular has been condemned as exceptionally difficult, and as pitched too high for the capacities of the examinees. Inconsolable candidates and disappointed schoolmasters have vied with one another in ascribing to this fatal cause the blighting of their fondest hopes, and more than one youth is reported to have swooned at the mere sight of the terrible paper. On the other hand, the papers in Algebra and Euclid have been generally regarded as fair and reasonable, though perhaps of a slightly higher standard than in previous years.

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* The writer of this thorough and most instructive note places the secondary teachers of the Presidency under a real obligation. His remarks will, we feel sure, receive, as they unquestionably deserve, the careful study of all our High School authorities, and we trust they will have the stimulating effect on High School mathematical studies which the writer desires. At the same time we must confess that, after a careful consideration of all that is advanced, we remain of the opinion that the Mathematical standard in the Matriculation Examination

In the remarks which follow I shall endeavour briefly to show that the standard of the Mathematical examiners was one which ought to be reached, and could be reached, by well-prepared students of moderate ability, and that the Arithmetic paper has been unfairly censured, and its difficulty greatly exaggerated. A good test of the fairness of a paper is the readiness with which it is answered by the *best-prepared* students, and the number of marks they can obtain. The *average* student is not expected to obtain full marks in the Mathematical papers, any more than in the English and Classical papers; if he can do so, this is a proof that the papers set have been too easy. There is a third class of students, consisting of men who possess naturally mathematical ability of a very low order, and who have to make up by diligence and industry for what Nature has denied them. For this class, frequently highly deserving, the examination paper ought to be so pitched as to enable them to obtain the minimum with ease, and of this character I contend this year's Arithmetic paper to be. Questions (1), (2), (3), (7), and (9) are simple and straightforward, and carry in the aggregate 31 marks, 12 above the minimum. Examples like these must have been worked repeatedly in school by all the candidates, and any one who failed to obtain 19 marks on these questions may, I think, advantageously employ another year in preparation for the Matriculation. The greatest number of marks obtained in this year's Arithmetic paper was 71½ out of 75, while many obtained

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this year was very considerably higher than it has been in previous years, and also very considerably higher than it is in public examinations elsewhere of the same rank. The case cited of the Rossall School, or of any individual school, hardly seems to us to the point. The comparison should be made with the public Matriculation or other examinations elsewhere in which boys, from a number of schools, of the ages 16 to 19 compete with one another. We offer one such comparison to our correspondent, which he will hardly refuse—the "Previous Examination" of the great mathematical University—the University of Cambridge. We have just looked at the four Arithmetic papers set in this examination in the years 1875 and 1876, and we think them very decidedly easier than the Bombay Arithmetic Paper this year. Our correspondent can hardly, we think, maintain that the Cambridge Previous Examination—which corresponds to our F.E.A.—is "unquestionably far below the standard which a University ought to set in its entrance examination."—Ed. *B. E. R.*

marks ranging from 30 to 70, and the majority marks ranging from 19 to 30. This is surely a proof that the examiners were fully alive to the interests of all classes of mathematicians,—good, fair, and indifferent,—and that the paper set was not in quality or quantity more than a well-prepared candidate of *good* mathematical ability could answer fully in the appointed time. For the information of those interested I will offer a few remarks and give a few statistics on the three Mathematical papers, taken in order, and on the questions in the papers, taken *seriatim*. The papers themselves will be found further on.

I. *Arithmetic.*—Question (1) was imperfectly answered by most of the candidates, though attempted by nearly all. This question tested the justness of the candidate's elementary ideas of Arithmetic, and in a smaller degree his command of English, and few came though the ordeal unscathed.

Question (2) looks somewhat formidable, on account of the array of figures; but if all the factors be simplified and written in one line it will be found that all the numerators cancel the denominators, and the result is unity. This question should be solved with ease by any student of moderate ability in ten minutes. As a matter of fact it was answered by the great majority of candidates, but in a very clumsy and slovenly manner, which prevented the examiner, however generously disposed, from assigning full marks to the work.

Question (3) affords a good test of a student's knowledge of decimals and power of accurate computation. The difference between $\cdot\dot{3}7\dot{8}$ of 13*s.* $10\frac{1}{2}$*d.* and $\cdot3\dot{7}\dot{8}$ of 16*s.* 6*d.* is 1*s.*, and the second expression when simplified is 16*s.*, so that the fraction required is $\frac{1}{16}$. The question was answered correctly by about one-fourth of the candidates. Why so many candidates should have failed can only be ascribed to their ignorance of decimals, an ignorance which I have observed to be displayed also in High School examinations.

Question (4) was attempted both by algebraical and arithmetical methods by many, and solved correctly by 45. In an Arithmetic paper Algebra ought not, of course, to be employed. The question can be solved readily by Arithmetic, and the prices are found to be, of tea Rs. 2-8, and of sugar 2*a.* 8*p.* per lb.

Question (5) is an example in L.C.M. The first part is tantamount to the following question :—"Find the least common multiple of $6\frac{3}{14}$ ft. and $8\frac{1}{18}$ ft.," and the answer is $217\frac{1}{2}$ ft. The second result is obtained by merely dividing 10 miles by $217\frac{1}{2}$ ft., and it will be found that the lowest points of the two wheels at starting touch the ground together 242 times in 10 miles. A correct solution of this easy example was given by one candidate only.

Question (6) is an example in Proportion, and was answered correctly by a good many. The answer is that A had to pay Rs. 850, B Rs. 846, and C Rs. 1,182.

Question (7) is a straightforward example in Interest and was attempted by nearly all the candidates, and answered correctly by the greater number. The answer is £650.

Question (8)—an example in Stocks and Shares—was answered correctly by about one-fifth of the candidates. The answer is £818-8.

Question (9) calls for no comment, and was answered correctly by about nine-tenths of the candidates.

Question (10) was answered correctly by about one-tenth. The answer is $9\frac{3}{11}$ miles per hour.

I hope I have now made it plain that the Arithmetic paper contained no element of excessive difficulty, but was quite within the reach of the most ordinary capacity. To me it seems surprising that a paper which in point of difficulty cannot be compared with those set in public schools in England should have excited such an amount of unreasonable criticism. I have before me a set of papers set in the annual examination of Rossall School, and the Arithmetic paper set to the senior classes there strikes me as being at least five times as difficult as the Matriculation Arithmetic paper of this year. As a matter of fact our Bombay High Schools have been spoilt by the long succession of extremely mild Mathematical papers which have been set in the Matriculation Examination for many years,—papers unquestionably far below the standard which a University ought to exact in its entrance examination,—and thus when papers are set more nearly approaching this standard an outcry is raised by the demoralized schoolmasters and their pupils. Although the Arithmetic paper has, with singular unanimity, been blamed by teachers and pupils alike as the cause of their discomfiture this year, yet it is a curious fact that the Algebra and Euclid papers have been much more fatal. To every 12 candidates who failed in Arithmetic 13 failed in Euclid, and no fewer than 17 in Algebra. No more than 7 failed in Arithmetic only; the rest of those who failed in Arithmetic failed also in Algebra or Euclid, or both.

II.—*Algebra.* The Algebra paper calls for little comment.

Part I. of Question (1) was not attempted by half the candidates, and even these seemed in several cases to be in doubt whether the answer was 54 or —54. Various answers were given for Part II., among them being 3, 2, and 1; the majority, however, gave the answer correctly as *zero.*

Question (2) was answered very unsatisfactorily. About a dozen students, after simplifying Part I. correctly, gave the answer as *zero,* instead of *unity,* and the work sent in was, with few exceptions, extremely slovenly. Part II. was done correctly by 23 only; the answer is *unity.*

Questions (3) and (4) were answered by nearly all the candidates.

Question (5) was answered correctly by 18 candidates, including, I am glad to say, one of the young ladies. The methods employed were in all cases clumsy in the extreme, and for this reason I here give a neat way of solving the problem :—

$$xy = ab(a + b), \text{ and } x^2 - xy + y^2 = a^3 + b^3.$$

$$\therefore \frac{x^2 - xy + y^2}{xy} = \frac{a^3 + b^3}{ab(a + b)} = \frac{a^2 - ab + b^2}{ab}$$

$$\therefore \text{ after reduction } ab(x^2 + y^2) - (a^2 + b^2)xy = 0$$

$$\therefore \frac{x^2 + y^2}{ab} - \left(\frac{1}{a^2} + \frac{1}{b^2}\right)xy = 0$$

$$\text{i.e. } \left(\frac{x}{a} - \frac{y}{b}\right)\left(\frac{x}{b} - \frac{y}{a}\right) = 0.$$

In Question (6) the rule for finding the L.C.M. was proved fully and correctly by four candidates only. High School masters can perhaps offer some explanation of this wholesale neglect of an elementary rule in Algebra ; I confess my inability to do so.

Question (7) was answered correctly by nearly all the candidates. In attempting Question (8) most of the candidates seemed to be quite at sea. Not more than 40 could distinguish in an intelligible manner between an equation and an identity, and still fewer ventured to say whether the example given was an identity or not. The answer to the question is that the value $c = 1$ makes an identity, and that no value of c can make an equation.

Both parts of Question (9) were answered correctly by six candidates only, the second part being answered by many more. The greater part were frightened, apparently, by the appearance of the question, or by the high marks assigned to it. The answer is 2 hours.

Question (10) was attempted by nearly all the candidates. The answer is 1*s*. 4*d*.

III.—*Euclid*. I will now briefly dispose of the Euclid paper.

Question (1) was answered in its entirety by about one-fifth of the candidates, the first part by nearly all.

Question (2) was not attempted by more than one-third. It is given in all the best editions of Euclid as book-work, but is apparently not regarded in that light by our Indian students.

Question (4)—a well-known geometrical problem—was answered correctly by 125 candidates.

Question (7) is the converse of III. 22, and is as well known and universally taught in schools in England as the proposition itself. It was answered correctly by three only.

The problems in Questions (8) and (9) were not done, or even attempted, by any candidate.

Much has been said about the superiority in Mathematics of Hindu students over Europeans of the same age. In one respect I admit this superiority,—their memory is more retentive, and so they succeed generally in reproducing book-work with tolerable correctness. But in handling problems or riders they do not ap proach even remotely to English boys. In a good school or college in England, or in any assembly of well-educated boys over sixteen years of age, it never could happen that a short Euclid paper like this year's Matriculation paper should be set to 433 boys, and easy riders like those on Questions (8) and (9) be left unattempted. I have no hesitation in asserting that at least 100 boys would have attempted, and many of them would have succeeded in solving, these problems. The same feature is apparent in all examinations in this country, whether held in school, college, or university. So long as the character of the examination paper is such as will test the memory only, our native students acquit themselves well,—often brilliantly; but as soon as they are compelled to quit leading-strings, and depend on their own courage and resources, in originality of thought, ingenuity and pluck, they cannot be compared for a moment with European students of the same standing.

UNIVERSITY OF BOMBAY MATRICULATION EXAMINATION.

J. T. Hathornthwaite, M.A. G. V. Karkuray, B.A. Daji Nilkant Nagarkar.	Mathematical Examiners.

ARITHMETIC.

Tuesday, 20th November—10 a.m. to 1 p.m.

1. Define the Arithmetical terms *notation*, *numeration*, *unit*, *integer*, *fraction*, *abstract*, *concrete*. Can you (1) multiply concrete numbers together? (2) divide a concrete number by a concrete number? Give examples to illustrate the nature of such operations. **6**

2. Two men, A and B, start together, and when A has gone a mile B has gone **6**

$$\tfrac{9}{200} \text{ of } 1\tfrac{2}{5} \text{ of } \frac{1\frac{1}{3}}{5\frac{2}{5}} \text{ of } \frac{\frac{2}{3}+\frac{1}{2}}{\frac{3}{2}-\frac{1}{3}} \text{ of } 71\tfrac{3}{7} \text{ of } \frac{\dfrac{\frac{2}{5}}{1-\frac{1}{25}} + \frac{1}{3} + \frac{1}{7}}{1-\frac{1}{7} \text{ of } \left(\dfrac{\frac{2}{5}}{1-\frac{1}{25}} + \frac{1}{3}\right)}$$

of a mile; which is in advance of the other?

3. Express the difference between $\cdot\dot{3}7\dot{8}$ of 13*s*. $10\frac{1}{2}$*d*. and $\cdot\dot{3}\dot{7}8$ of 16*s*. 6*d*. as a fraction of **7**

$$\cdot 42\dot{6} \text{ of } \frac{3\cdot\dot{3}}{2\cdot 08} \text{ of } \frac{\cdot 3}{\cdot\dot{7}3\dot{5}} \text{ of } \frac{\cdot 147 \times 4\cdot\dot{4}}{11\cdot 1} \text{ of £1 } 17s.\ 6d.$$

4. A lb. of tea and 3 lbs. of sugar cost Rs. 3, but if sugar rose 50 per cent. and tea 10 per cent. they would cost Rs. 3-8 as.; find the prices per lb. of tea and sugar. **6**

5. The circumferences of the wheels of a carriage are $6\frac{3}{14}$ ft. and $8\frac{1}{16}$ ft.; what is the *least* distance in which both wheels **11**

will *simultaneously* complete an integral number of revolutions? How often will the lowest points of the two wheels at starting touch the ground together in 10 miles?

6. A, B, and C rent a field for Rs. 2,878. A puts in 12 horses for 5 months and 45 sheep for 3 months; B puts in 15 oxen for 6 months and 54 sheep for 2 months; C puts in 6 horses and 48 oxen for 3 months. Now 4 horses and 3 sheep together eat as much as 5 oxen and 1 horse, and 2 oxen eat as much as 7 sheep; how much of the rent should A, B, C pay respectively? **10**

7. What sum of money will amount to £699 13*s.* 2·4*d.* in two years, reckoning compound interest for the first year at 4 per cent., and for the second at $3\frac{1}{2}$ per cent. per annum? **6**

8. A person finds that if he invest a certain sum in railway shares paying £6 per share when the £100 share is at 132 he will obtain £10 16*s.* a year more for his money than if he invest in 3 per cent. consols at 93. What sum has he to invest? **7**

9. Find the value of $\sqrt{\cdot 00139876} - \sqrt[3]{\cdot 000030664297}$. **6**

10. A man near the sea-shore sees the flash of a gun fired from a vessel steaming directly towards him, and hears the report in 15″. He then walks towards the ship at the rate of 3 miles an hour, and sees a second flash 5 minutes after the first, and immediately stops; the report follows in 10·5″. Find the rate of the ship, the velocity of sound being 1,200 ft. per second. **10**

ALGEBRA.

TUESDAY, 20TH NOVEMBER—2 P.M. TO 5 P.M.

1. Find the value of

(I.) $\sqrt{\dfrac{3 - 2x^2 - x}{x(1+3x) - x^3}}$ when $x = -\frac{1}{3}$.

(II.) $1 - \left[1 - \left\{1 - \left(1 - \overline{1 - 1}\right)\right\}\right]$.

What is the use of brackets? What is the rule for removing brackets which are preceded by a *minus* sign? **4**

2. Simplify the expressions—

(I.) $\dfrac{9a^2b^2}{16(x+y)} \div \left[\dfrac{3a(x-y)}{7(c+d)} \div \left\{\dfrac{4(c-d)}{21ab^2} \div \dfrac{c^2-d^2}{4(x^2-y^2)}\right\}\right]$. **6**

(II.) $\left(\sqrt{\dfrac{a+x}{x}} - \sqrt{\dfrac{x}{a+x}}\right)^2 - \left(\sqrt{\dfrac{x}{a}} - \sqrt{\dfrac{a}{x}}\right)^2 + \dfrac{x^2}{a(a+x)}$.

3. What is meant by a coefficient? Find the coefficient of x in the quotient obtained by dividing $8x^4 + xy^3 - y^4$ by $x - \frac{y}{2}$. **4**

4. Separate into their simplest factors—
(I.) $x^2 - xy - 6y^2$, (II.) $x^3 - 4xy^2 - x^2y + 4y^3$, 7
and find the highest common divisor of

$$1 + x^{\frac{1}{2}} + x + x^{\frac{3}{2}} \text{ and } 2x + 2x^{\frac{3}{2}} + 3x^2 + 3x^{\frac{5}{2}}.$$

5. If $xy = ab(a + b)$, and $x^2 - xy + y^2 = a^3 + b^3$, 10
show that $\left(\frac{x}{a} - \frac{y}{b}\right)\left(\frac{x}{b} - \frac{y}{a}\right) = 0$.

6. State and prove the rule for finding the L.C.M. of two 8
or more algebraical expressions.

Find by inspection the L.C.M. of $2x^2 - 8$, $3x^2 - 9x + 6$, and $6x^2 + 18x + 12$.

7. Extract the square root of $4x^4 - 12x + 25x^{-2} - 24x^{-5}$ 8
$+ 16x^{-8}$, and the cube root of $8x^9 - 12x^8 + 6x^7 - 37x^6 + 36x^5 - 9x^4 + 54x^3 - 27x^2 - 27$.

8. Distinguish between an *equation* and an *identity*, and 10
give an example of each. What value of c makes

$$(x - 2)^2 - (x - 1)(x - 3) = c$$

an identity? Can any value of c make it an equation?

9. If the telegraph posts by the side of a railway be 60 12
yards apart, show that twice the number passed by a train in a minute gives roughly the number of miles per hour at which the train is moving. If 11 posts be passed in a minute, in what time would the distance traversed, estimated by this rule, be one mile in error?

10. A boy receives a fixed sum as pocket-money at the 6
beginning of every week, and in each week he spends half of all that he had at its beginning. He had no money before the first pocket-money was given him, and at the end of the third week he has 1*s*. 2*d*. What was his weekly allowance?

EUCLID.

WEDNESDAY, 21ST NOVEMBER—10 A.M. TO 1 P.M.

1. I. 20. 5

One triangle lies entirely within another; prove that its perimeter is less than that of the outer triangle.

2. All the exterior angles of any rectilineal figure are 5
together equal to four right angles.

3. I. 48. 5

4. Trisect a right angle. 9

5. II. 9. 6

6. III. 13. 6

7. The opposite angles of a quadrilateral figure are together 9
equal to two right angles; show that it may be inscribed in a circle.

8. III. 32. 12

AB, *AC* are two chords of a circle, and *BD* is drawn parallel to the tangent at A to meet AC in D; prove that the circle described round the triangle BCD touches AB.

9. IV. 4. **11**

Show that the diameter of the circle inscribed in a right-angled isosceles triangle is equal to the difference between the hypotenuse and sum of the other two sides.

10. IV. 15. **7**

DEPARTMENTAL NOTICES.

Charges for Telegrams.

NOTIFICATION.

The subjoined Government Resolution, No. 5083, dated 28th November 1877, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11th December 1877.

Contingent Bills. No. 5083.

FINANCIAL DEPARTMENT.

Bombay Castle, *28th November* 1877.

Resolution of the Government of India in the Financial Department, No. 4373, dated 21st November 1877 :—

> "The Governor General in Council is pleased to determine that no charges shall be entered in any contingent bill for any other than State telegrams. Charges for telegrams must be supported by receipts from the Telegraph Department, showing that they have been classified as State telegrams."

RESOLUTION.—To be communicated to all Departments of the Secretariat, and all Heads of Offices under the Civil Departments, for information and guidance.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Payment of Substitutes.

NOTIFICATION.

The subjoined Government Resolution, No. 5077, dated 28th November 1877, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11th December 1877.

Pay and Allowances. No. 5077.

FINANCIAL DEPARTMENT.

Bombay Castle, 28*th November* 1877.

Resolution of the Government of India in the Financial Department, No. 4335, dated 7th November 1877:—

"READ—

"Letter from the Government of Madras, No. 308-R., dated 14th August 1877, and enclosures, received in the Public Works Department, requesting confirmation of the sanction accorded by that Government to the distribution among certain clerks in the office of the Consulting Engineer for Railways in Madras of the salary of a clerk in that office, who has obtained one year's leave of absence without pay.

"RESOLUTION.—The proceedings of the Government of Madras are confirmed, but the attention of the Government of Madras is invited to the Resolution of the Government of India, No. 5806, dated 11th October 1858. The Government of Madras will doubtless agree with the Government of India in thinking that, as a rule, it is better to maintain the strength of an office by employing a substitute in the place of an absentee."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices under the Civil Departments of the Secretariat, for information and guidance, with reference to this Government Circular, Territorial Department, Finance, No. 1077, dated 10th November 1858.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Standard Attendance Rolls.

NOTIFICATION.

The subjoined Government Resolution, No. 1364, dated 6th instant, Educational Department, is published for the information of Educational Officers.

By order of the Director of Public Instruction,
JOHN BOCARRO,
Head Assistant.

Poona, Office of the Director of Public Instruction,
13*th December* 1877.

No. 1364.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 6th December 1877.

Letter from the Director of Public Instruction, No. 3609, dated 19th November 1877—Reporting the inconvenience caused by many managers of schools not having shown sufficient care in adhering to the attendance rolls prescribed in Rule 9, Part I. of the Grant-in-Aid Rules. Recommending that a foot-note be added to Rule 9 to the effect that 'copies of the printed attendance rolls must be purchased at the Government Central Press." Stating that the Central Press could supply the forms at the cheapest rate, or, if desirable, the Bombay Education Society might undertake the work. Submitting a report on the subject from the Educational Inspector, North-East Division, and a copy of the attendance roll proposed for use.

RESOLUTION.—This proposal is sanctioned. The forms should be printed at the Central Press.

(Signed) JOHN JARDINE,
Acting Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION ; the SUPERINTENDENT of the GOVERNMENT CENTRAL PRESS.

Books sanctioned.

NOTIFICATION.

A Marathi Book on School Method, &c., called "A Friend of Teachers and Pupils" (price 6 Annas), is sanctioned for School Libraries.

2. The book can be purchased at the Government Depôt.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd December 1877.

Ahmedabad Training College.

PROVISIONAL CODE FOR THE AHMEDABAD TRAINING COLLEGE.

The Training College is maintained for the instruction of vernacular masters in the profession of teaching.

2. There will be 110 stipends for students under training for

masterships. There shall be three grades of stipends, which shall be tenable for one year, viz. :—

50 of Rs. 5, for first year's students,
50 of Rs. 6, for second do. do.
10 of Rs. 7, for third do. do.

3. The training shall be divided into a preparatory course and two separate training courses, each of one year, with entrance, terminal, and final examinations, as stated below.

4. Students passed for masterships at the end of the first, second, and third years respectively shall be arranged in a list in order of merit, and the second and third year men shall also be divided into a first and second class. The passed students shall be eligible for places with the following rates of fixed pay :—

Third year men	1st Class	25 Rs.	per month.
	2nd do.	20 ,,	do.
Second do. do.	1st Class	15 ,,	do.
	2nd do.	12 ,,	do.
First do. do.		9 ,,	do.

5. A certificate for any grade does not entitle the holder to claim immediately the pay of his grade, but merely qualifies him for such a place when it falls vacant. Passed scholars will be entitled merely to a choice of the places available at the time when the results of the annual examination of the training college are declared.

6. The newly-appointed masters shall serve for one year as probationers. After the first yearly examination of the school, the second and third year men shall. and the first year men may, receive capitation and proficiency allowances at the following rates per month, calculated on the results of the examination of the school held by the officers of the Educational Department :—

Capitation Allowance :—One anna for each boy.

Proficiency Allowance :—For each boy who has attended for 100 days consecutively (without having attended other schools), and has passed under all heads of—

Standard	I.	½	anna.
Do.	II.	2	annas.
Do.	III.	3	do.
Do.	IV.	4	do.
Do.	V.	4	do.
Do.	VI.	5	do.

7. In cities under municipal government, as a rule, no capitation and proficiency allowances will be paid. The payment of capitation and proficiency allowances in other places will be conditional on the sufficiency of local-fund revenue for the purpose, and in the case of first year men it will depend entirely on the discretion of the Educational Inspector. In case of a deficiency of local-fund revenue, all masters will be cut an equal proportion of their earnings on account of capitation and proficiency allowances.

8. The limits of the pay of vernacular masters (including the fixed item and allowances) will be—

Third year	men,	— 1-10	years'	service,	Rs.	40
Do.	do.	—10-20	do.	do.	,,	50
Do.	do.	above 20	do.	do.	,,	60 per month;
Second year	men,—	1-10	years'	service,	Rs.	20
Do.	do.	—10-20	do.	do.	,,	30
Do.	do.	above 20	do.	do.	,,	40 per month;
First year	men,—	1-10	years'	service,	Rs.	12
Do.	do.	—10-20	do.	do.	,,	15
Do.	do.	above 20	do.	do.	,,	20 per month.

9. It is to be clearly understood that the three items of fixed pay, capitation and proficiency allowances altogether make up the master's salary, which will be altered once a year according to the results of the examination of the school; and the pension will be counted on the whole of the salary so made up.

The three items are not to be spoken of as separate allowances, but as substantive pay, increasing or decreasing according to results.

10. Masters who by neglect, ill-temper, or other fault, allow their schools to fall below the average number of previous years, will be liable to have their fixed item of pay reduced, by order of the Inspector, to that of the class below them.

11. Masters whose schools have to be closed on account of bad attendance, caused by the neglect and inability of the masters themselves, will be considered to have lost their claim to employment.

12. If the sum awardable as proficiency allowance is not equal to the sum awardable as capitation, no capitation allowance shall be given.

Assistant Masters.

13. Assistant Masters are of two kinds, passed and unpassed.

(*a*) Passed Assistants are first year, second or third year's men who are employed as Assistants to the Head Master of a school, and who shall have, under the proviso in para. 5, the fixed pay of their class, but no capitation or proficiency allowance.

(*b*) Unpassed Assistants are candidates who have passed Vernacular Standard VI. or the entrance examination of the training college. They shall be employed as Assistants on salaries not to exceed Rs. 8 per mensem.

Entrance Examination.

14. There shall be an entrance examination about the end of each year, at which candidates shall be admitted to compete for such a number of vacant stipends in the first year class as may seem to the Inspector needed for a due supply of vernacular masters. Candidates must have completed their seventeenth year, must possess 2nd Class Public Service Certificates, and be free from bodily defects.

15. The examination shall be held according to Standard VI. for vernacular schools. Stipends shall be allotted to those who obtain the highest marks, provided the Inspector does not exercise his right of selection. The examination shall be held at Ahmedabad by the Principal and his Assistants. The papers shall be prepared by the Principal of the Training College, and be approved by the Inspector. The answers shall be forwarded to the Inspector by the Examiners, with a statement of the marks for them; and for the *vivá voce* examination a report on the merits of each candidate; and the Inspector shall consider the report, and arrange the whole of the candidates in order of merit. Those who do not succeed in obtaining stipends but succeed in passing according to the rules in force may be admitted as free students, provided they sign the same agreement to serve as masters as is signed by stipendiary students; and they may compete at the next entrance examination for stipends in the next higher class. No candidate who fails to pass Standard VI., according to the rules in force, shall be admitted to the training college.

The stipendiary students, on admission, shall sign an agreement in the form appended.

COURSE OF STUDY.

16. *First Year's Class.*

1. Revision of the Sixth Standard and of the more difficult pieces of the 5th and 6th Reading Books, and of the history of previous standards.
2. Sanskrit Primer and Gujarati Etymology; pages 66 from Navalram's Shabda Vyútpatti.
3. Theory and Practice of Teaching.
4. Drawing—Map-drawing.
5. Metres of the pieces read.

17. *Second Year's Class.*

1. Ambálál's Political Economy (pages 132).
2. (*a*) Mahipatram's History of England (complete). The more important, instructive, and modern portion to be studied carefully.
   (*b*) Geography of England to illustrate History.
3, Poetry. The school edition of Nala and Damayanti, and the Kávya Sankshepa, to be taken in alternate years.
4. Science.
   (1) Cooke's Manual of Geology (whole).
   (2) Mathematical Geography, with Problems on the Terrestrial Globe.
   (3) Elementary Physical Geography.

5. Mathematics.
   (1) Euclid, 1st Book (complete), without exercises.
   (2) Algebra, first four rules and simple equations of two unknown quantities, with problems.
   (3) Revision of Arithmetic, with particular attention to its theory.
6. Sanskrit. Second Book, lessons I.—XI., with some portion of the Third Departmental Book, or the Hitopadesha, or Panchantantra, and Gujarati Etymology, Navalram's Shabda Vyútpatti (complete).
7. Theory and Practice of Teaching.
8. Drawing—Plane-drawing.

18. *Third Year's Class.*

1. Ambálál's Political Economy (whole).
2. General History of the World, and Geography to illustrate History portion.
3. Premanand or Samal's works to be selected each year.
4. Narmagadya, or any other work sanctioned by the Director of Public Instruction for use in higher education.
5. Sanskrit, 2nd Book complete, with the exception of the 23rd lesson; and a portion of the Departmental 3rd Book, or Raghuvaunsha, to be selected each year.
6. Science.
   (1) Cooke's Manual of Astronomy.
   (2) Problems on the Celestial Globe.
   (3) Elementary Mechanics and Natural Philosophy, from Cooke's Manual.
7. Mathematics.
   (1) Euclid, 2nd Book complete, with exercises in Books I. and II.
   (2) Algebra, up to Quadratic Equations (inclusive), with problems.
8. Drawing—Perspective.
9. Theory and Practice of Teaching.

EXAMINATIONS.

19. In the first class papers will be set in the following subjects :—

100	Arithmetic.
50	Grammar and Composition.
50	Geography.
75	History.
100	—Sanskrit 75, and Gujarati Etymology 25.
50	Map-drawing.
25	School-keeping.
100	Method of Teaching.
550	

Vivâ voce examination will be held in the following :—

50	Mental Arithmetic.
100	Grammar, Geography, and History.
100	Reading and Explanation.
100	Lesson to be given to a class before the Examiners, according to the correct principles of teaching.
350	
—— 900	

Papers to be set to the second year's class :—

100	Mathematics—50 Algebra, 50 Geometry.
100	Arithmetic.
50	Political Economy.
50	History.
50	Geography.
50	Essay-writing.
75	Science—Geology, Mathematical and Physical Geography.
100	—Sanskrit 75, and Gujarati Etymology 25.
50	Drawing.
100	Method and School-keeping.
725	

Oral Examination.

50	Explanation of Poetry read.
25	Geometry on the Blackboard.
25	Geology and Physical Geography.
25	History.
100	Method, a lesson to be given to a class before the Examiners.
225	
—— 950	

Papers to be set to the third year's class :—

50	Political Economy.
50	History.
50	Essay-writing.
60	Science—Astronomy, Mechanics, Natural Philosophy, and Celestial Globe.
50	Algebra.
50	Geometry.
50	Drawing.
100	Method and School-keeping.
100	Sanskrit.
560	

VIVA VOCE EXAMINATION.

50	Explanation of Poetry read.
25	Geometry on the Blackboard.
25	Astronomy, &c.
25	History.
100	Method, a lesson to be given to a class before the Examiners.
225	
	785

CLASSIFICATION FOR APPOINTMENTS.

20. The students of each year will be ranged in separate lists in order of merit, according to the number of marks obtained. Those students of the second and third year classes who obtain 70 per cent. of the whole number of marks will be placed in the first class. Those who obtain less than 70 but more than 50 per cent. will be placed in the second class. Classed second and third year students, and first year students obtaining more than 50 per cent. marks, will be held to have passed the examination. Those who are not classed will be held to be unpassed, and may be remanded for further study, or be dismissed from the college. But no student will be held to have passed, or be placed in a class, who gets less than 30 per cent. of the marks for any subject.

21. Classed second and third year students and passed first year students will be granted certificates, signed by the Inspector and the Principal of the Training College, in form appended, and will then have the choice of vacant appointments, in their order of merit, according to Rule 4—third year men having priority of choice before second year men, and second year men before first year men.

22. It is in the discretion of the Educational Inspector to examine, at any time of the year, a student who may have failed at the examination for a certificate, and to grant him a certificate if he then succeeds in passing for a class.

23. It is in the discretion of the Educational Inspector to determine how long the payment of stipends shall be continued to any student who fails at either of the yearly and half-yearly examinations.

24. Students of first and second year's classes who have passed at the second yearly examination shall be allowed to proceed to the second and third year's course only if they are specially selected by the Educational Inspector.

INTERNAL DISCIPLINE, VACATION, LEAVE OF ABSENCE.

25. Rules on these subjects, sanctioned from time to time by the Director of Public Instruction, shall be considered rules of the college within the meaning of the agreement signed by the holders of stipends.

No.

EDUCATIONAL DEPARTMENT.

This is to certify that has attended the Training College at for year and has qualified himself for School, having obtained the number of marks at the annual examination held in 18 required for the year's Class Certificate.

Date.

Principal, Training College. Educational Inspector.

Stamp
8 Annas.

Agreement made this day of between of the first part and Educational Inspector of the second part.

I in consideration of a Scholarship awarded to me in accordance with the Rules and Scale of Scholarships prescribed for the Training College do hereby agree to observe the Training College Rules and to remain in the Training College at so long as I may be permitted by the Educational Inspector, N.D., or until such time as I shall pass the requisite certificate examination, and then to serve in the Educational Department as a Master for a period not exceeding the time I may have remained in the Training College.

In the event of my committing any breach of this agreement, however trivial or unimportant, I further agree to pay a sum of Rs. 150 to Government, to be considered as liquidated and ascertained damages, and not in the nature of a penalty.

And I the Educational Inspector, N. D., do hereby agree, on behalf of Government, to pay monthly to the said such sums of money as shall be due to him on account of his Scholarship, or salary as Master, provided that nothing in this agreement shall bar my right to withhold any portion, or all, of the Scholarship or salary of the said during any one or more months, or to dismiss him from the Training College or from the employ of the Educational Department, should I consider such a step necessary.

Witnesses.

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction;
20th April 1877.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM 16TH NOVEMBER TO 15TH DECEMBER 1877.

16*th November* 1877.—One month's leave, without pay, is granted to Mr. Byramji Framji Patel, Head Master, Junagadh High School.

19*th November* 1877.—Mr. Kanthadji Kalianji Desai, F.E.A., is appointed substantive *pro tem.* First Assistant Master, Ahmedabad Training College.

19*th November* 1877.—Mr. Ranchodlal Lalubhai Khambata is appointed substantive *pro tem.* First Assistant Master, Junagadh High School.

19*th November* 1877.—Mr. Hargovind Harinarayan Vyas, Acting Fifth Assistant Master, Surat High School, is appointed Acting Second Assistant Master, Ahmedabad High School.

21*st November* 1877.—Mr. V. G. Indapurkar, Second Assistant Master, Dharwar High School, is appointed Acting Assistant Deputy Educational Inspector, Belgaum and Kaladgi.

23*rd November* 1877.—Three months' leave, without pay, is granted to Mr. K. P. Gadgil, Fifth Assistant Master, Poona High School.

23*rd November* 1877.—Mr. Annaji Ramchandra Atré, Sixth Assistant Master, Poona High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same school, *vice* Mr. Gadgil, on leave without pay.

23*rd November* 1877.—Mr. Moro Waman Kirtané, F.E.A., is appointed substantive *pro tem.* Sixth Assistant Master, Poona High School, *vice* Mr. Annaji Ramchandra Atré, promoted.

30*th November* 1877.—The unexpired portion (five days) of the eight months' sick leave granted to Mr. Krishna Shastri Godbolé, Head Master, Fanaswadi English School, is cancelled.

5*th December* 1877.—Fourteen days' privilege leave is granted to Mr. Vishwanath Sadashiv Deodhar, Fourth Assistant Master, Tanna English School.

5*th December* 1877.—A month's privilege leave is granted to Mr. Ramji Hari Agashé, Assistant Deputy Educational Inspector, Tanna.

6*th December* 1877.—Three weeks' sick leave is granted to Mr. D. B. Gujar, Sixth Assistant Master, Satara High School.

6*th December* 1877.—Mr. S.S. Sahasrabudhé is appointed Acting Sixth Assistant Master, Satara High School, *vice* Mr. Gujar, on leave.

11*th December* 1877.—Mr. Chetanram Amatrai, Head Master of the Sukkur Anglo-Vernacular School, is appointed Acting Head Master of the Normal School at Hyderabad, *vice* Mr. Ghulam Ali.

11*th December* 1877.—An extension of sick leave from the 11th to the 19th November 1877 is granted to Mr. Pragji Valabhram Naik.

K. M. CHATFIELD, Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 18*th Dec.* 1877.

THE
Bombay Educational Record.

No. 2.] FEBRUARY 1, 1878. [Vol. XIV.

THE MONTH.

We have received many "permutations and combinations" of the Matriculation Class Lists, now published for the first time in the order of merit, and with the total number of marks awarded annexed to each name. Some of them are useless, many are unfair or suggest unfair inferences, but some are both ingenious and useful. We shall try to publish a classified list in our next issue.

The Calcutta *Statesman* Press has issued, in the form of a pamphlet, the four speeches in which His Excellency the Viceroy has expounded his views on Education. The speeches are those delivered at the Simla Fine Arts Exhibition, at the Convocation of the Calcutta University in March of last year, and at the St. Xavier's and La Martinière Colleges. Many of our readers will, we doubt not, be glad to have the opportunity of procuring these graceful and most instructive speeches in a form convenient for preservation.

Mr. O. C. Mookerji, accountant of the Bank of Upper India, Meerut, has compiled and published a capital "Interest Calculator," which gives, in large convenient and neatly printed tables, the interest on sums from one anna to one hundred thousand rupees at all rates, progressing by a quarter per cent., from 2 to 15 per cent per annum. We have often expressed our opinion that such assistances in computation are far too little used by us—far less, for instance, than they are on the continent of Europe. Mr. Mookerji's "Calculator" well deserves a fair trial.

The *Echo* understands that the third and concluding volume of Professor Stubbs's "Constitutional History of England" will be published early next year, for the delegates of the Clarendon Press, by Messrs. Macmillan & Co. The same publishers have in hand the revised and enlarged edition of Bacon's "Novum Organon," edited by Professor Fowler.

On the vexed question of the spelling of Greek proper names Professor Blackie writes a sensible letter to the *Pall Mall Gazette*:—"I observe Mr. Gladstone and Mr. Browning, and a whole host of minor men, have lately commenced a course of corrupting the English language by a minute and curious imitation of the Greek. Now, English is English, and Greek is Greek; and as the proper method of spelling Greek words when adopted into English has been settled by the usage of the past English classics now for three hundred years, it is not only a silly affectation to change it, but it is a violation of the historical continuity of our language, which adopted these words, not directly from the Greek, but indirectly from the Latin. It is for this reason that we say Plato, Zeno, Strabo, and such like; not *Platon*, *Zenon*, *Strabon*. The law of historical continuity, in the same way, leads us to spell Socrates, not *Sokrates*; Isocrates, not *Isokrates*, and so forth. As little are we entitled to write *Keltic* for Celtic, *Mykenæ* for Mycenæ, *Kikero* for Cicero, on the ground that the Greek κ and the Latin *C* were both pronounced hard, even before a slender vowel, as they are always in Gaelic at the present hour. For, as before said, Latin is Latin, and English is English; and we are no more entitled to say *Keltic* and *Kikero* than we are to call Munich *München*, or Florence *Firenze*. But our innovators not only insist on corrupting English by interpolating Greek and Latin orthography and orthoëpy, but they do this in certain cases in such a blundering fashion as to show that they have never seriously studied the physiology of those sounds which they pretend to transliterate. The Romans, for example, who, like ourselves, did not possess the fine delicate sound of the Greek Υ, expressed it by a new letter which we call *Y*, and wrote, accordingly, Cyrus, not *Kuros*. But our innovators seem to assume that the Greek Υ is fitly represented by the English *U*, and so write *Klutemnestra* for Clytemnestra, violating thus both the law of historical continuity and the principle of vocal transliteration which scientifically applies to the case."

President Hayes, in his message to Congress, the text of which has been recently published in the *Times*, thus expresses himself on the subject of Education :—"The wisdom of legislation upon the part of Congress in aid of the States, for the education of the whole people in those branches of study which are taught in the common schools of the country, is no longer a question. The intelligent judgment of the country goes still further, regarding it as both constitutional and expedient for the general Government to extend to technical and higher education such aid as is deemed essential to the general welfare, and to our due prominence among the enlightened and cultured nations of the world. The ultimate settlement of all questions of the future, whether of administration or finance, or of true nationality of sentiment, depends upon the virtue and intelligence of the people. It is vain to hope for the success of a free Government without the means of ensuring the intelligence of those who are the source of power. No less than one-seventh of the entire voting population of our country are yet unable to read and write."

A most important discovery has been made in chemistry—the liquefaction of Oxygen. This has been accomplished at Geneva, under a pressure of 320 atmospheres and 140 degrees Centigrade of frost. Another chemist—this time in France—is said to have liquefied Oxide of Carbon ; so that, if this news be true, there are now only two gases still remaining—Hydrogen and Azote—which resist liquefaction.

THE RIGHT HON. Mr. FORSTER ON SECONDARY EDUCATION IN ENGLAND.

The opinions of Mr. Forster on the subject of secondary education are always listened to with attention, and on the occasion of the annual distribution, over which he presided, of the prizes won by the London candidates at the last Oxford Local Examination, he gave utterance to views which will set middle-class teachers on the outlook for some important discussions on the subject during the present session of Parliament. The great evil, he said, in connexion with secondary education was the want of organization. What the State had attempted to do with regard to elementary education was now, he was happy to say, in a fair way of being done ; and that was that there should not be a village or a street without a good elementary school. But with regard to secondary education there was this great want of organization, and no Government attempted to remedy the evil. He was not going to find fault with the Unisities, because without their aid their position would not have been so good as it was; but it would be a great mistake to suppose that those institutions would stand in the place of a complete organization, or that the evil would be really met by a system of examination and prizes alone. Giving prizes was very good, but it afforded no test of the actual condition of the children in a school. He did not believe any examination, however cleverly conducted, would stand in the place of a complete organization. They must not consider the winning of prizes to be the great object of school life, nor rely on them too much. The great object should be to prove that the boys and girls were thoroughly well taught, and that they might feel in after-life that they had worked hard, and had done their duty, in that particular line. He thought the Universities had done a great deal, and was glad to take the opportunity of expressing his thanks to them; but he thought they should be careful, as there was a danger of their becoming mere examining bodies to the community. He was not in in favour of a distinctively national system of secondary education, and was quite prepared to admit that such a system would be an unwise interference with the individual action of the parents of the higher class of children throughout this country, who were sufficiently educated to be able to form a fair judgment on a question so closely affecting their own interests. He did not think it at all necessary. The only difficulty was that English parents did not know where to find good schools and good teachers for their children, and all that pointed to the necessity of a system of national organization, which he believed could be made feasible. Having quoted Dr. Temple on the necessity for such organization, he said in 1869 he was asked to bring in a bill on the subject, and he had accordingly prepared a bill which he thought would alleviate the evils complained of. A system of inspection and examination of the teachers under an *Educational Council*, on which the teachers and the great educational bodies of the country would be represented, was to be compulsory in the grammar schools, and was to be offered to the private schools, and he believed could be made to pay without any cost to the treasury of the country. The scheme also contemplated certain improvements in the grammar schools, which he was glad had now been made of themselves, or were in course of being so. That bill was introduced, but was not passed,—he did not think the country was ripe for it; but he brought the subject forward again at the present time, as he thought it was a right time, and the public opinion of the country wished for some such scheme of examining teachers in secondary schools, as well as inspecting the schools themselves. Private schoolmasters and schoolmistresses were also to be offered certificates of competency, while the system would be no real interference with voluntary action.

SHORT-SIGHT.

Dr. Charles Bell Taylor, the eminent oculist, writes the following letter to the *Spectator* on a subject we have frequently drawn the attention of our readers to :—

SIR,—As the question mooted in one of your recent annotations is certain, under our present system of compulsory education, to become one of national importance, I trust you will allow me to make a few observations upon "short-sight," a defect which I am in the constant habit of treating, and which has long engaged my attention.

Short-sightedness depends upon an elongation of the globe of the eye from before backwards, and it is moulded in this faulty form in the following way. When children or young adults are engaged many hours daily in close work with bad light or imperfect type, the eye is constantly strained in the effort to see, the internal blood-vessels become seriously congested, and in time exude a portion of their more fluid contents; the outer coat of the ball, tender and dilatable in youth, gives way at its weakest spot posteriorly. The contents of the globe are permanently increased, and the eyeball, instead of a sphere, comes in time to resemble an egg in form; being thus unduly elongated, the rays of light which proceed from distant objects are brought to a focus in front of the retina, instead of upon it, and in order to focus them on the proper spot it is necessary to cause them to diverge before striking the eyeball, by the interposition of a concave lens.

I cannot understand how it can be doubted that "trying the eyes," strain, or excessive effort is the cause of this singular affection. Dr. Cohn, of Breslau, examined 10,000 children, and demonstrated that the defect increased progressively in the gradual ascent of the pupils from the elementary to the upper schools,—that is, the more they worked the worse did the defect become.

Clearly Nature never intended that we should spend the most considerable portion of our waking moments in persistently staring at small black dots spread out upon a sheet of paper; and the more imperfect the dots and the worse the paper the more certain she is to punish this infringement of her laws. No one who has read a pocket edition of Schiller, ordinary German small type, or the New York newspapers, can have any difficulty in understanding why so many of our German and American friends should injure their eyes in the attempt to decipher type which is almost illegible.

As to treatment, common sense would dictate that we should remove the cause. I believe Mr. Dana, who was recently proposed as American Minister to this country, was threatened in youth with a similar defect, and cured himself by abandoning all literary occupation, and spending two years before the mast. Professor Arlt also tells us of two German medical students, brothers, in whom the affection was developed by close application. One abandoned study for general practice, and retains excellent sight; the other persevered in spite of all warning, and attained great eminence as a teacher, but with the ultimate loss of vision.

For those who cannot intermit their occupation, give up a career, or altogether abandon the path to distinction on account of failing vision, we are obliged to stop the progress of the malady as best we may, by insisting upon the use of concave glasses for reading, so as to relieve the strain, which is greatly dependent upon the too near approach of the object to the eye, directing the patient to work only in good light, which should come from above and behind, and to avoid all attempts at study in the recumbent position, while leaning forward, or when travelling in a railway or other carriage. The medical treatment, which is undoubtedly important, cannot be alluded to here; but considering that this acquired peculiarity is most certainly transmitted by hereditary descent, and that short-sight incapacitates for military and naval service, as well as many other important occupations, it would be well that our School Boards should ordain that school-fittings should be such as to secure the objects indicated above; that seats and desks shall not be too low for the stature of the pupils, or too far apart, so as to compel them to lean forward when at work; that the light shall be good, and, above all, that the pupils shall not be overtasked. Nothing they can learn can compensate for a grave physical defect which they are liable to transmit to their children and children's children; and we must always bear in mind that the eyeball, which is growing up to twenty years of age, cannot be properly developed unless it is fairly trained out of doors, for distant objects as well as for those which can only be seen a few inches off.—I am, Sir, &c., CHARLES BELL TAYLOR, M.D., F.R.C.S.E.

A FATAL YEAR AT A CAMBRIDGE COLLEGE.

Cambridge men will be sorry to hear of the death, under most affecting circumstances, of a highly promising young Johnian—John Snelling Morris—in the last term of his undergraduate career. Educated at the City of London School, from childhood he showed that he possessed mathematical talent of the highest order, and was *facile princeps* among his class-fellows. After obtaining the senior Minor Mathematical Scholarship of £70, he entered at St. John's College in October 1874; throughout his course he kept the first place in the college examinations as the best mathematician of his year; at the end of his third year he was awarded one of the Wright's prizes of £100, given to the two undergraduates of the college who have most distinguished themselves in their examinations; and there was every hope of his attaining to the proud position of Senior Wrangler in the approaching Mathematical Tripos. In addition to Cambridge honours, he went through the course of the University of London with high distinction, and completed his course in this University by winning the Mathematical Scholarship in the B.A. Honours Examination. Nor was he less conspicuous in athletic pursuits. To the cricket-field he was a frequent visitor, and in the long vacation was to be found nearly every day playing for his college. On the river also he excelled as an oarsman, and at the end of the Lent and May terms was always seen in some college eight, pulling his hardest for the honour of "Lady Margaret." During the long vacation his health began to fail, and it is supposed that he had injured himself somewhat by rowing. The mischief so begun seems to have been aggravated by the over-exertion of a long walk, or at least first showed itself then. At the close of the vacation he retired to Malvern to recruit his failing health, and, though not improved by the change, persisted, with characteristic pluck, in returning to college in October. Soon after resuming his studies, symptoms of pulmonary disease presented themselves, and in spite of the best medical skill, and the most devoted attentions of his relatives and friends, he sank, and died in his college rooms on December 1st, leaving to his many acquaintances the memory of high intellectual ability, wide attainments, and varied accomplishments, united with an unaffected modesty and blameless life. The Dead March in "Saul" was solemnly performed in the college chapel the day after his death (Sunday), and a memorial tablet is to be erected in the chapel by college friends. The only other memorial tablet to an undergraduate at present in the chapel is that to the memory of Kirke White, to whose fate in many respects the sad death of Morris affords a parallel, and his friends will have the melancholy satisfaction of knowing that at least he will be commemorated in noble company.

A remarkable fatality has distinguished the year at John's, to which the subject of this brief obituary notice belonged. Of those who obtained mathematical scholarships with him in April 1874, and who in the natural course of events would have represented their college in the Mathematical Tripos of 1878, one died before entering college, two have been forced by ill-health to degrade, and two more have been compelled by the same cause to abandon their studies, and, if they graduate at all, will take a poll degree. Of the promising batch of young mathematicians who competed at John's three and a half years ago, two only remain to support the credit of their college in this year's Mathematical Tripos. Such a dismal catalogue of sickness and misfortune in one college and one year has probably never before been chronicled in the annals of any Cambridge or Oxford college, and points, it is to be feared unmistakably, to a mental and physical over-exertion, fostered by the excessive competition and intellectual activity of the age in which we live.

MR. FITCH'S LECTURES ON TEACHING.

IN the Fifth Lecture the first subject discussed was that of Writing, in regard to which there was little to be said, and much to be done. Most teachers discarded all theory in teaching this subject, and felt that if they secured good copies, and insisted on careful imitation of them, nothing else was necessary. Such teachers were not far wrong. It was very possible to overlay the teaching of writing with too elaborate a system,—*e.g.*, the method of Mulhauser, which was described, analyzed the written letters into parts, to each of which a name was given; and these parts and their proportions were dealt with separately. This method encumbered the memory with needless terms and formulæ, and had the disadvantage of talking too much about a mere manual act. Nevertheless, a careful grouping of those letters which contained the same elements—*e g.*, the *i*, *u*, *l*, and *t*; afterwards the *m*, *n*, *u*, *p*, and *h*; then *a*, *d*, *c*, *o*; then *g*, *q*, *j*, and *y*; and finally *r*, *v*, *w*, and *b*—would enable the teacher to confront the difficulties of beginners one by one, and, by illustration on the blackboard, to point out the right proportion of the letters and their several parts. A well-conducted writing lesson was an exercise in elementary drawing: it was good training in accuracy of eye, in steadiness and flexibility of hand, in obedience, and in cleanliness. Some rules were given whereby, in the right supervision of a writing lesson, all these objects might be attained. Much stress was laid upon the constant use of large-hand, and the clear and accurate formation of every single letter. Children would form for themselves, after leaving school, a characteristic and expressive small-hand, if, and only if, they were first taught to form each letter well; but it was a mistake to be in too great a hurry to attain the accomplishment of "running hand."—On the subject of Arithmetic, the lecturer advised that a few simple exercises in counting should be given before written notation was attempted. The number of panes of glass in the window, of children in a class, of books or pens in a heap, of letters in a word, or words in a line of print, should be counted, and little additions and subtractions made with these visible objects, so as to secure a certain familiarity with numbers up to 50. Then comes the right use of figures and of written notation. Two principles had to be explained to young children—(1) The decimal character of our whole system; (2) The device by which the value of numbers was represented by their place, this last being closely connected with the right use of the 0. Various diagrams were shown, illustrating the way in which these two main principles could be rendered thoroughly intelligible to little children. And, in connection with these early exercises, it was urged that at first there should be no reference to millions and large numbers, until great facility had been acquired in dealing with hundreds. If the principles of our notation were thoroughly understood in their application to numbers up to six or seven thousand, an extension of the same principle to larger numbers afterwards would be very easy. A mistake often made by some of the best and most sympathetic teachers was to dwell upon these elementary lessons a little too long. It was well to use concrete numbers, to talk of nuts and marbles, and to employ pictorial devices, ruled columns for hundreds and thousands, &c., so long as these expedients served a useful purpose, but no longer. The moment children were far enough advanced to see the meaning of our system of notation, and to recognize abstract numbers as separate objects of thought, they should be encouraged to go forward, and to dispense with the complex machinery applicable to beginners only. It was a true rule of action here as in all departments of teaching: Let your lesson always begin with something within the sphere of a learner's present knowledge and experience; but never let a single lesson end without doing something which definitely enlarges that sphere. It was shown that what is often somewhat erroneously called mental arithmetic, or that kind of computation in which the processes are unwritten, had been somewhat discredited among the higher class of teachers, owing to the use which had often been made of it for purposes of display in elementary schools. There were certain well-known rules for finding the price of a dozen or a score of articles, for calculating interest at 5 per cent., for squaring a number, and for finding the price of ounces when the price of a pound was known; and these rules were all based upon some accidental analogy or fitness of the figures for easy computation. But they were not necessarily very useful in the business of life; and the effort to remember a number of such rules, and to fit new problems into them, was rather calculated to narrow the intelligence, and to hinder the attainment of mental flexibility and skill in dealing with the miscellaneous arithmetical combinations of actual business. In discarding many of the so-called systems of mental arithmetic, as somewhat unreal and pretentious in their character, many teachers who had abandoned the whole subject were not wholly without justification. But there was a sort of oral questioning and answering in arithmetic which had great value, as an instrument both for quickening the intelligence and for securing the greater accuracy of written work. And this kind of mental arithmetic consisted of short sums, such as involved only one or two efforts of thought, in connection with all the rules. Illustrations were then given of the kind of oral practice which children should have in addition, in subtraction, in division, in money, in fractions, and in proportion, before they were asked to work out written problems in any of these rules. Since the accuracy of the whole result in a long sum depended on the way in which the separate mental efforts were performed, greater attention should be paid than was common in schools, to those exercises which were calculated to secure correctness and promptitude in arriving at simple results by means of those efforts.

The Sixth Lecture was occupied in the discussion of methods of teaching Arithmetic. Two distinct objects ought to be kept in view by the teacher of this subject—(1) The practical use to be made of it in the business of life; and (2) Its incidental and disciplinal value as a means of strengthening the reasoning power of the learner. From the former point of view, arithmetic, as the art of computation, was of unquestionable service, and of far-reaching application to other branches of knowledge. From the latter it should be regarded as a branch of mathematical science, which, if properly investigated, was capable of doing for the mind of a child at school the same kind of intellectual service which was performed by geometry, conics, and the calculus in the case of a student at the university. Even with regard to the art of computation, it was desirable to arrive at the various rules by a process of inductive inquiry, from examples worked on the blackboard in the presence of the class, rather than to require the rules to be learned by heart and obeyed before they were understood. Some examples were given of this process of investigation. The importance of strict discipline, and of arrangements by which copying should be rendered impossible, were next insisted on. The habit of relying on the accuracy of his own work should be formed by the pupil. It was desirable also that a good many exercises should be given out in words rather than in figures; that these exercises should be irregular in form, short and numerous, rather than confined to the long ponderous sums often found in books; and that many of these should be given without any hint as to the rule or heading under which they should be placed. The habit of working a large number of exercises in groups, arranged under particular rules, did not alone suffice, however well graduated such rules were, to give the scholar the needful practice in asking himself by what process a given problem ought to be solved. The importance of visible and tangible illustrations of fractions, and especially of an early initiation of the pupil into the nature of fractional arithmetic, were next illustrated. The teaching of fractions should certainly precede proportion. As to weights and measures, it was desirable to learn by heart only those which were in actual and familiar use, such as avoirdupois weight, long measure, and the constituent parts of an acre and a gallon. But apothecaries' weight, cloth measure, and ale and beer measures were virtually obsolete, and, though they might be retained with advantage in the books, for reference when problems had to be solved, were not important enough to be held in the memory. Arithmetic was the one subject in the school course which was best fitted to encourage accuracy as a mental habit, and pains should therefore be taken to insist on minute accuracy in answers, even down to the remainders and those parts of the solution which were not for practical purposes very significant. Special exercises also in rapid counting were very desirable, not only as means of securing a more exact result, but also as helps to fixed and concentrated attention. In dealing with arithmetic as a science, the lecturer showed, by a number of examples, how the act of demonstrating a principle and tracing it out carefully to its applications gave to the mind of the pupil the same sort of logical exercise which was obtainable in higher departments of mathematics. The examples selected were—(1) The formation of a system of notation on some other than the decimal scale; (2) The properties of the number 9; (3) The origin and structure of the French metrical system; and (4) The rule for division of fractions. But it was contended that in every part of arithmetic the same method of referring rules to axioms, postulates, and first principles ought to be adopted, and that by this method the study of arithmetic might become not only more rational, but also far more interesting.

The Seventh Lecture was devoted to the consideration of the study of Language. The reasons which had in all ages led men to give a high place to linguistic training, as part of a liberal education, were shown to be well founded. For words are not merely symbols of thoughts and facts; they are the instruments with which we think. Hence, whatever enlarges the range of words at our disposal increases our mental resources; whatever gives precision to our use of words is a help to accurate thinking; verbal ambiguities lead to mental confusion; and a knowledge of the structure, history, and correlation of words is a key not only to the understanding of the things represented by those words, but also to the intellectual history of our race. In practice, as was well known, this general and very true belief had found its expression in this country in the form of a strong preference for the study of the Latin and Greek languages as the staple of a University and Public School education. And at the time of Elizabeth, when the great grammar schools were being founded, those languages had a good right to claim supremacy over all other forms of learning. All the best books then in possession of scholars were written in those languages. Latin was the common medium of communication between learned men, the language in which, *e.g.*, More wrote his "Utopia," and in which Bacon and Hobbes, and afterwards Milton and Newton, published books which were addressed to the scholars of Europe. Moreover, the grammar of these languages had been formulated with scientific precision, while the grammar of the modern tongues had not been reduced to a system. These reasons for studying Latin and Greek, though still weighty, were relatively less valid in our day than 300 years ago. For many new and fruitful studies, and much precious literature, had been added to our resources since; and the grammars of modern languages had been critically investigated, and thus made available to furnish intellectual discipline, the same in kind, though not the same in degree, as the grammars of the older and more fully inflected languages. Yet it was desirable that Latin at least should be retained in our schools—(1) As the best instrument for calling attention to the philosophy and structure of grammar generally.

(2) As a means of giving instruction in the formation, affinities, and history of our own language. (3) As an introduction to one or two books at least in the Latin language, which may be chosen as fair representations of Roman history, or Roman modes of thought. (4) As a means of explaining much that would otherwise be unintelligible in English literature, and of showing the kind of debt which that literature owes to ancient writers. To this extent, and chiefly for the purpose of contrast and comparison with the forms of our own language, Latin might be properly begun early, say at ten years old, in schools for girls and boys alike, and taught *pari passu* with English. Greek he would not attempt in the case of scholars not likely to stay at school beyond seventeen, or to proceed to the University; for otherwise the fragment of it which could be taught would be somewhat pretentious, and would bear no real intellectual fruit. The same remark would apply to versification, and to a good many of the exercises to which so much time was devoted in Latin composition. Some suggestions were then made as to the manner in which the Latin grammar and vocabulary might be so taught as to have a useful reflex action on the study of English. Modern foreign languages might, though in a lesser degree than Latin, serve as means of philological discipline; but the first and best reason for teaching these was that they might be spoken and used. Hence the necessity for constant conversation and oral questioning in addition to written lessons. Various forms of exercise were discussed having this object in view. Dictation in French or German was particularly important, with a view to secure accuracy in grammar, and also to familiarize the ear with the sounds of the language. But this was not enough. The slow measured utterance proper to a dictation lesson was not like ordinary speech; hence it was important that much practice should be given in what might be called "audition," the listening to sentences and narratives read or spoken at the ordinary rate of a good talker. As to the English language, it was shown that those grammars were founded on a wrong principle which treated it in the same way as a foreign language, and discussed in succession orthography, etymology, syntax, and prosody; as if vowels and consonants were to be first discussed, then words, and then sentences. For, in truth, children had learned sentences already, before they came to the grammar. More than this, they were already familiar with English as a vehicle of thought; and hence that which in French or Latin was the ultimate goal of all teaching—the power to think in the language and use it freely—was the point of departure in the case of our vernacular tongue. To a child an English sentence was easier than a word, a word easier of separate cognition than a syllable, and every syllable had more meaning to him than the separate power of a letter or an elementary sound. To him, therefore, the synthesis usually adopted in school books was inappropriate. All investigations into the grammar of English should proceed down-

wards from the analysis of sentences. In short, as Herder had justly said, while we learn a foreign language by means of its grammar, we must learn a vernacular grammar in and through the language.

The subject of teaching Language was resumed in the Lecture of November 22, and attention was first called to the way in which the classification of the parts of speech in English might be founded on the logical analysis of a sentence. It was important that children should first be made familiar with the distinction between subject and predicate, the noun and the verb; afterwards with the adjective or attributive to the subject, then with the adverb or attributive to the predicate, and next with the two classes of words signifying relations only,—the connectives by which nouns were joined to sentences (the prepositions), and the connectives by which sentences were joined with each other (the conjunctions). These were the only necessary ingredients in a language. The pronoun was useful, but was not logically a new element, only a word for convenience; the article was but an adjective used in a special and limited sense; and as to the interjection, it was outside the region of grammar altogether. By very simple induction from numerous examples, the distinction between the uses of these various classes of words might be pointed out in this order, and then, but not till then, the technical names might be given. It was important that grammatical distinctions should not be confounded with those which were purely logical; nevertheless there was great advantage in teaching logical analysis concurrently with grammatical parsing, and showing how far distinctions of meaning and relation were recognized in the inflections of our language. The best method of laying out an exercise in analysis was then discussed; the chief objection to the ordinary method being that it did not show sufficiently the precise relation of each subordinate sentence to the rest, nor discriminate with sufficient care those phrases which had an adverbial meaning from those which were equivalent to adjectives. In regard to teaching the meanings of words, it was shown that since most words differed much in the significance they bore, according to the particular position in which they stood with regard to the context, it was very undesirable to cause meanings of isolated words, such as some given in dictionaries, to be committed to memory by young children. A more efficient and an easier way was to require paraphrases of short sentences; and the invention or discovery of other sentences containing the same words, or expressing similar meaning. Some suggestions were then made as to the right choice of passages for paraphrase in advanced classes. The conditions which should be fulfilled by a good paraphrase were—(1) That the passage should first be read and understood as a whole, and turned over in the mind; not paraphrased piece-meal, with an effort to give an equivalent for each word. (2) That the paraphrase should contain the full meaning of the original. (3) That expletives and adjectives should be economized, and that sentences should generally be short.

(4) That no attempt should be made to transmute poetry into prose, or to eliminate the metaphors; but that the figurative character of a poetical passage should be preserved. Some examples were given of the way in which extracts from our great writers might be treated as useful exercises in paraphrase. As a subsidiary exercise in English, that of verbal analysis was strongly recommended, both for its interesting and awakening character, and for the help it gave in perceiving the meaning of words and the law of their formation. Children, *e.g.*, who were invited to form groups of words ending in *ness*, or *ful*, or *fy*, *ble*, or *tude*, could discover, by an easy induction, the common element of meaning in such words, and would then be able to tell, by simple inspection, in the case of a vast number of words, whether they were English or Latin in their origin, and from what class of words they had been derived. Tracing the history of a word, so as to show its origin and the changes of meaning it had undergone, was also an exercise full of value and interest; but great care was needed in teaching etymologies of Latinized words to scholars who were not learning Latin. The mere knowledge that *conscience* comes from *scio*, that *perceive* comes from *capio*, and *resolution* from *solvo*, if these roots are learned by heart without further explanation, is very misleading as to the actual present meaning of the derived word, and has a rather unsound and pretentious air about it. But, if the teacher will carefully show how the present meaning has grown out of the root, the exercise may prove very fruitful. Particular care should be taken in explaining the Latin prefixes, *ex*, *per*, *in*, *trans*, &c., and it should be borne in mind that every one of these words had two meanings—a physical and literal meaning which pertained to it as a preposition, and a derived and more or less metaphorical meaning which had an adverbial force when it was connected with a verb. There was always a connexion between these two uses of the prefix, and it was essential that the pupil should be led to see which of the two was employed. To say, for example, that the *per* in *perish* meant *through*, or that the *e* in eloquence meant *out*, did more harm than good. Attention was further called to the very large number of words, especially those of Latin origin, which were figurative in their use, and to the way in which the connexion between the literal and the metaphorical meanings of words might be elucidated.—Finally, the lecturer discussed the use which should be made of lessons in English Literature, and the way in which the masterpieces of our language should be investigated. A play of Shakespeare or an essay of Bacon should be so read as—(1) To understand its scope and meaning as a whole; (2) To trace to their origin all unfamiliar, archaic, or characteristic words; (3) To hunt out all historical and other allusions; (4) To find the circumstances in which the book was written, and the place it occupied in the literature of the period to which it belongs; (5) To select from it a few characteristic passages for analysis, for paraphrase, and for

learning by heart; and (6) To form some estimate of its merits as a work of literary art. It was the complaint of some that all this minute examination and study, especially for purposes of examination, tended to deaden a learner's interest, and to diminish his enjoyment of literature itself. But if this effect were produced by teaching, that only proved that the teaching was bad and unskilful. A very striking passage was then read from one of Dr. Arnold's letters, in which he spoke of his delight in teaching Homer and Virgil, and of the treat it would be to read Shakespeare with a class of young Greeks in the same way, dwelling on him line by line, and getting all his pictures and images leisurely into the mind by the process of construing and translation. That process was certainly not unfavourable to the true literary enjoyment of a Greek or Latin book, and the analogous process of philological and logical analysis ought not to be unfavourable to the thorough enjoyment of an English classic. It was quite a mistake to suppose that the mere historical and verbal criticism which is given in text-books was the only thing which would "tell" in an examination. Every examiner who understood his business was glad to welcome any evidence given by a candidate of fresh thought, or genuine sympathy with the book he had read, and was unwilling to assign much credit to the mere reproduction of details or second-hand critical judgments from a manual or a note-book. It might be safely said that the training which was best calculated to give a true understanding and appreciation of a great book, considered as a whole, would also be found to serve best the second and altogether subordinate purpose of enabling a scholar to pass an examination with credit. Let them take care of the first object, and the second might well be left to take care of itself. After all, the true test of success in teaching English literature was the degree in which a genuine appetite for thoughtful reading was cultivated by it. Did the lessons lead the scholars to wish to read the whole of a poem of which the extract chosen for analysis formed a part? Did the scholars, after reading a passage from Burke or Dryden, go voluntarily to the library to hunt up other works by the same author? Was the effect of the lessons to give to the scholars a heightened interest in the nobler forms of literature, and an increasing distaste for whatever was poor, or vulgar, or sensational in books? Unless the answer to these questions was satisfactory, the subject had been badly taught, and all the apparatus of paraphrase, of philology, of grammatical and logical analysis, had failed to fulfil its true purpose.—*Educational Times.*

TECHNICAL EDUCATION.*

Any candid observer of the phenomena of modern society will readily admit that bores must be classed among the enemies of the human race; and a little consideration will probably lead him to the further admission that no species of that extensive genus of noxious creatures is more objectionable than the educational bore. Convinced as I am of the truth of this great social generalization, it is not without a certain trepidation that I venture to address you on an educational topic. For, in the course of the last ten years, to go back no further, I am afraid to say how often I have ventured to speak of education, from that given in the primary schools to that which is to be had in the universities and medical colleges; indeed, the only part of this wide region into which as yet I have not adventured is that into which I propose to intrude to-day.

Thus I cannot but be aware that I am dangerously near becoming the thing which all men fear and fly. But I have deliberately elected to run the risk. For when you did me the honour to ask me to address you, an unexpected circumstance had led me to occupy myself seriously with the question of technical education; and I had acquired the conviction that there are few subjects respecting which it is more important for all classes of the community to have clear and just ideas than this, while, certainly, there is none which is more deserving of attention by the Working Men's Club and Institute Union.

It is not for me to express an opinion whether the considerations which I am about to submit to you will be proved by experience to be just or not; but I will do my best to make them clear. Among the many good things to be found in Lord Bacon's works, none is more full of wisdom than the saying that "truth more easily comes out of error than out of confusion." Clear and consecutive wrong-thinking is the next best thing to right-thinking; so that if I succeed in clearing your ideas on this topic I shall have wasted neither your time nor my own.

"Technical education," in the sense in which the term is ordinarily used, and in which I am now employing it, means that sort of education which is specially adapted to the needs of men whose business in life it is to pursue some kind of handicraft; it is, in fact, a fine Greco-Latin equivalent for what in good vernacular English would be called "the teaching of handicrafts." And probably, at this stage of our progress, it may occur to many of you to think of the story of the cobbler and his last, and to say to yourselves, though you will be too polite to put the question openly to me, What does the speaker know practically about this matter? What is his handicraft? I think the question is a very proper one, and unless I were prepared to answer it, I hope satisfactorily, I should have chosen some other theme.

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* An Address delivered to the Working Men's Club and Institute Union, December 1st, 1877, by Professor Huxley.

The fact is, I am, and have been any time these thirty years, a man who works with his hands—a handicraftsman. I do not say this in the broadly metaphorical sense in which fine gentlemen, with all the delicacy of Agag about them, trip to the hustings about election time, and protest that they too are working men. I really mean my words to be taken in their direct, literal, and straightforward sense. In fact, if the most nimble-fingered watchmaker among you will come to my workshop, he may set me to put a watch together, and I will set him to dissect, say, a blackbeetle's nerves. I do not wish to vaunt, but I am inclined to think that I shall manage my job to his satisfaction sooner than he will do his piece of work to mine.

In truth, anatomy, which is my handicraft, is one of the most difficult kinds of mechanical labour, involving, as it does, not only lightness and dexterity of hand, but sharp eyes and endless patience. And you must not suppose that my particular branch of science is especially distinguished for the demand it makes upon skill in manipulation. A similar requirement is made upon all students of physical science. The astronomer, the electrician, the chemist, the mineralogist, the botanist, are constantly called upon to perform manual operations of exceeding delicacy. The progress of all branches of physical science depends upon observation, or on that artificial observation which is termed experiment, of one kind or another; and the further we advance the more practical difficulties surround the investigation of the conditions of the problems offered to us; so that mobile and yet steady hands, guided by clear vision, are more and more in request in the workshops of science.

Indeed, it has struck me that one of the grounds of that sympathy between the handicraftsmen of this country and the men of science, by which it has so often been my good fortune to profit, may, perhaps, lie here. You feel and we feel that, among the so-called learned folks, we alone are brought into contact with tangible facts in the way that you are. You know well enough that it is one thing to write a history of chairs in general, or to address a poem to a throne, or to speculate about the occult powers of the chair of St. Peter; and quite another thing to make with your own hands a veritable chair, that will stand fair and square, and afford a safe and satisfactory resting-place to a frame of sensitiveness and solidity.

So it is with us, when we look out from our scientific handicrafts upon the doings of our learned brethren, whose work is untrammelled by anything "base and mechanical," as handicrafts used to be called when the world was younger, and, in some respects, less wise than now. We take the greatest interest in their pursuits; we are edified by their histories and are charmed with their poems, which sometimes illustrate so remarkably the powers of man's imagination; some of us admire and even humbly try to follow them in their high philosophical excursions, though we know the risk of being snubbed by the inquiry whether grovelling dissectors of monkeys and blackbeetles can hope to enter into the empyreal kingdom of speculation. But still we feel that our business is different; humbler if you will, though the diminution of dignity is, perhaps, compensated by the increase of reality; and that we, like you, have to get our work done in a region where little avails if the power of dealing with practical tangible facts is wanting. You know that clever talk touching joinery will not make a chair; and I know that it is of about as much value in the physical sciences. Mother Nature is serenely obdurate to honeyed words; only those who understand the ways of things, and can silently and effectually handle them, get any good out of her.

And now, having, as I hope, justified my assumption of a place among handicraftsmen, and put myself right with you as to my qualification, from practical knowledge, to speak about technical education, I will proceed to put before you the results of my experience as a teacher of a handicraft, and tell you what sort of education I should think best adapted for a boy whom one wanted to make a professional anatomist.

I should say, in the first place, let him have a good English elementary education. I do not mean that he shall be able to pass in such and such a standard,—that may or may not be an equivalent expression,—but that his teaching shall have been such as to have given him command of the common implements of learning, and created a desire for the things of the understanding.

Further, I should like him to know the elements of physical science, and especially of physics and chemistry, and I should take care that this elementary knowledge was real. I should like my aspirant to be able to read a scientific treatise in Latin, French, or German, because an enormous amount of anatomical knowledge is locked up in those languages. And especially I should require some ability to draw—I do not mean artistically, for that is a gift which may be cultivated but cannot be learned, but with fair accuracy. I will not say that everybody can learn even this; for the negative development of the faculty of drawing in some people is almost miraculous. Still everybody, or almost everybody, can learn to write; and, as writing is a kind of drawing, I suppose that the majority of the people who say they cannot draw, and give copious evidence of the accuracy of their assertion, could draw, after a fashion, if they tried. And that "after a fashion" would be better than nothing for my purposes.

Above all things, let my imaginary pupil have preserved the freshness and vigour of youth in his mind as well as his body. The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant competitive examinations. Some wise man (who probably was not an early riser) has said of early risers in general that they are conceited all the forenoon, and stupid all the afternoon. Now whether this is true of early risers in the common acceptation of the word or not, I will not pretend to say; but it is too often true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life, and stupid all its afternoon. The vigour and freshness, which should have been stored up for the purposes of the hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book gluttony and lesson bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless childish triumphs before the real work of life begins. I have no compassion for sloth, but youth has more need for intellectual rest than age; and the cheerfulness, the tenacity of purpose, the power of work which make many a successful man what he is, must often be placed to the credit, not of his hours of industry, but to that of his hours of idleness, in boyhood. Even the hardest worker of us all, if he has to deal with anything above mere details, will do well, now and again, to let his brain lie fallow for a space. The next crop of thought will certainly be all the fuller in the ear, and the weeds fewer.

This is the sort of education which I should like any one who was going to devote himself to my handicraft to undergo. As to knowing anything about anatomy itself, on the whole I would rather he left that alone until he took it up seriously in my laboratory. It is hard work enough to teach, and I should not like to have superadded to that the possible need of unteaching.

Well, but, you will say, this is Hamlet with the Prince of Denmark left out; your "technical education" is simply a good education, with more attention to physical science, to drawing, and to modern languages than is common, and there is nothing specially technical about it.

Exactly so; that remark takes us straight to the heart of what I have to say, which is, that, in my judgment, the preparatory education of the handicraftsman ought to have nothing of what is ordinarily understood by "technical" about it.

The workshop is the only real school for a handicraft. The education which precedes that of the workshop should be entirely devoted to the strengthening of the body, the elevation of the moral faculties, and the cultivation of the intelligence; and especially to the imbuing the mind with a broad and clear view of the laws of that natural world with the components of which the handicraftsman will have to deal. And the earlier the period of life at which the handicraftsman has to enter into actual practice of his craft, the more important is it that he should devote the precious hours of preliminary education to things of the mind, which have no direct and immediate bearing on his branch of industry, though they lie at the foundation of all realities.

Now let me apply the lessons I have learned from my handicraft to yours. If any of you were obliged to take an apprentice, I suppose you would like to get a good healthy lad, ready and willing to learn, handy, and with his fingers not all thumbs, as the saying goes. You would like that he should read, write, and cipher well; and, if you were an intelligent master, and your trade involved the application of scientific principles, as so many trades do, you would like him to know enough of the elementary principles of science to understand what was going on. I suppose that in nine trades out of ten it would be useful if he could draw; and many of you must have lamented your inability to find out for yourselves what foreigners are doing or have done. So that some knowledge of French and German might, in many cases, be very desirable.

So it appears to me that what you want is pretty much what I want; and the practical question is, how you are to get what you need, under the actual limitations and conditions of life of handicraftsmen in this country.

I think I shall have the assent both of the employers of labour and of the employed as to one of these limitations, which is, that no scheme of technical education is likely to be seriously entertained which will delay the entrance of boys into working life, or prevent them from contributing towards their own support as early as they do at present. Not only do I believe that any such scheme could not be carried out, but I doubt its desirableness, even if it were practicable.

The period between childhood and manhood is full of difficulties and dangers, under the most favourable circumstances; and, even among the well-to-do, who can afford to surround their children with the most favourable conditions, examples of a career ruined before it has well begun are but too frequent. Moreover, those who have to live by labour must be shaped to labour early. The colt that is left at grass too long makes but a sorry draught-horse, though his way of life does not bring him within the reach of artificial temptations. Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and, however early a man's training begins, it is probably the last lesson that he learns thoroughly.

(*To be continued.*)

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th November to 15th December 1877.

New Editions published by the Department.

	Rs.	a.	p.
Departmental Fourth Book, Marathi, 5th edition, stereotyped	0	10	0
Departmental Gujarati Second Book, 11th edition, stereotyped	0	3	0

	Rs.	a.	p.
Wells's English Exercises, Part I., 3rd edition ; sanctioned for Standard II. of Anglo-Gujarati Schools..	0	6	0
Bühler's Departmental Sanskrit Third Book, with a Glossary ; 2nd edition	0	9	0

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH DECEMBER 1877 TO 15TH JANUARY 1878.

New Editions of the following Books have been published :—

SANSKRIT.

Bhåndarkar's Second Book of Sanskrit, 4th edition, 1877..	1	0	0

ENGLISH.

Howard's Second Book, Part I., New issue, 1877......	0	1	6

New Works published by the Department.

SANSKRIT.

Vyakarana-Mahábháshya of Patanjali, edited by Dr. F. Kielhorn ; Vol. I., Part I.	2	0	0

New Books purchased by the Department.

Best's Etymological Manual, Latin and Greek ; New edition	1	12	0

DEPARTMENTAL NOTICES.

Books sanctioned.

NOTIFICATION.

The following Sanskrit Books are sanctioned for use in Government Schools :—

STANDARD IV.—First Book of Sanskrit.
Hitopadesa (with English Glossary).

STANDARD V.—Second Book of Sanskrit (easier portions).
Hitopadesa.

STANDARD VI.—Second Book of Sanskrit (more difficult portions).
Third Book (with English Glossary).
Panchatantra I. (with English Notes).

STANDARD VII.—Panchatantra I. (with English Notes), Prose Book.
Raghuvansa (with English Notes), Poetry.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
5th January 1878.

Cancellation of Dismissal.

The dismissal from the Educational Department of Maneklal Brijbhukhandas,* late Master of the Rajkot Taluka School, has been cancelled (*vide* Government Resolution No. 1438 of 1877), and his resignation has been accepted.

APPOINTMENTS AND CHANGES.

MONTHLY LIST of APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH DECEMBER TO 15TH JANUARY 1878.

17th December 1877.—One year's leave, without pay, is granted to Mr. Gopal Anant Bhat, First Assistant Master, Sholapur English School.

17th December 1877.—Mr. Pessumul Zokiram, First Assistant Master, Sukkur Anglo-Vernacular School, is appointed Acting Head Master in the same school, *vice* Mr. Chitanram, transferred to the Hydrabad Normal School.

17th December 1877.—Mr. Manghamal Menghraj, Second Assistant Master in the Sukkur Anglo-Vernacular School, is appointed Acting First Assistant in the same school.

18th December 1877.—Mr. Vishnu Krishna Chiplunkar, B.A., 2nd Assistant, Poona High School, is appointed 2nd Assistant Master in the Ratnagiri High School.

18th December 1877.—Mr. Kashinath Narayen Sané, B.A., 2nd Assistant, Ratnagiri High School, is appointed 2nd Assistant Master in the Poona High School.

18th December 1877.—Mr. Ganesh V. Joshi, B.A., 2nd Assistant Master, Nasik High School, is appointed substantive *pro tem.* First Assistant Master, Sholapur English School, *vice* Mr. Bhat, on leave.

18th December 1877.—Mr. G. G. Pandit, B.A., substantive *pro tem.* Fourth Assistant Master, Ahmedabad High School, is appointed substantive *pro tem.* Second Assistant Master, Nasik.

18th December 1877.—Six months' leave, without pay, is granted to Mr. Ghelabhai Pranshankar, Head Master of the Taluka School, Bardoli.

18th December 1877.—Mr. Harkisandass Narotamdass, Master of the Vernacular School, Sarbhan, is appointed substantive *pro tem.* Head Master of the Taluka School, Bardoli.

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* See *Educational Record* for September last, page 215.—ED. *B.E.R.*

19th December 1877.—Nine months' leave, without pay, is granted to Mr. Venkaji Gopal Beheré, Fourth Assistant Master, Sirdars' High School, Belgaum.

19th December 1877.—Mr. V. B. Bhandiwad, F.A., is appointed substantive *pro tem.* Fourth Assistant Master, Sirdars' High School, Belgaum, *vice* Mr. Beheré, on leave.

19th December 1877.—Three weeks' leave, without pay, is granted to Mr. Ramchandra Balkrishna Sohoni, First Assistant Master, First Grade Anglo-Vernacular School, Pandharpur.

19th December 1877.—Mr. Balkrishna Brijbhukandass Kaji is permitted to resign his Acting First Assistantship in the Kattywar High School, Rajkot.

22nd December 1877.—The following appointments are made from the 1st of March 1878 :—

Mr. K. K. Sathé, Second Assistant Master, Satara High School, is appointed Third Assistant in the same school.

Mr. B. V. Bhidé, F.A., Third Assistant, Satara High School, is appointed Fourth Assistant Master in the same school.

Mr. B. S. Sahasrabudhé, Fourth Assistant Master, Satara High School, is appointed Sixth Assistant Master in the same school.

22nd December 1877.—Mr. V. B. Dabké, Seventh Assistant Master, Ratnagiri High School, is appointed Fifth Assistant Master, Satara High School.

22nd December 1877.—Mr. M. S. Kashikar, Eighth Assistant Master, Ratnagiri High School, is appointed Seventh Assistant Master in the same school.

22nd December 1877.—Mr. A. M. Thakur, Fifth Assistant Master, Satara High School, now substantive *pro tem.* Ninth Assistant, Ratnagiri High School, is appointed Seventh Assistant Master, Sàtara High School.

22nd December 1877.—Mr. B. B. Lelé, Tenth Assistant, Ratnagiri High School, is appointed Eighth Assistant Master in the same school.

7th January 1878.—Six months' leave, without pay, is granted to Mr. Lakshmishankar Devshankar, Master of the Anglo-Vernacular School, Pahlanpur.

7th January 1878.—Mr. Lalubhai Mathuradass Sataria, F. A., is appointed probationary Master of the Pahlanpur Anglo-Vernacular School, *vice* Mr. Lakshmishankar, on leave.

7th January 1878.—Mr. Damodhar Ganesh Kelkar, M.A., is appointed Latin Reader in the Deccan College.

7th January 1878.—Mr. Kavasji Jamsetji Sanjana, B.A., is appointed Senior Fellow in the Deccan College.

7th January 1878.—Mr. Vaman Shivram Apté, B.A., is appointed Junior Fellow in the Deccan College.

7th January 1878.—Mr. Kavasji Dadabhai Contractor, M.A., is appointed Senior Fellow in the Elphinstone College.

8th January 1878.—Three months' leave on private affairs is granted to Mr. P. B. Godbolé, Head Master, 1st Grade Anglo-Vernacular School, Belgaum.

8th January 1878.—Mr. Shankar S. Mudlar, First Assistant Master, Belgaum First Grade Anglo-Vernacular School, is appointed Acting Head Master of the same school during the absence of Mr. Godbolé.

8th January 1878.—Mr. Motilal Ranchordass, Head Master, English School, Nowanagar, is permitted to resign his post from the 1st January 1878.

11th January 1878.—Two months' leave, on half pay, is granted to Mr. K. M. Raghavendrarao, First Assistant Master, English School, Karwar.

11th January 1878.—Mr. Balwant Ramchandra Sahasrabudhé, B.A., Fourth Assistant Master, Poona High School, is appointed Acting First Assistant Master in the same school during the absence of Mr. Sathé.

11th January 1878.—Mr. Vinayek K. Balwant Chowkkar, F.A., is appointed Acting Fourth Assistant in the Poona High School, *vice* Mr. Sahasrabudhé, promoted.

11th January 1878.—Three months' leave on private affairs is granted to Mr. G. Bhimrao, Practising School Master, Training College, Dharwar.

15th January 1878.—Mr. P. W. Tanksalé is appointed substantive *pro tem.* Sanskrit Teacher in the Tanna English School.

15th January 1878.—Mr. C. W. Dudley is appointed a Fellow in the Poona Civil Engineering College.

15th January 1878.—Mr. Gopal Vishwambhar Gayatondé is appointed a Fellow in the Poona Civil Engineering College.

15th January 1878.—Mr. F. P. Rebeiro is appointed a Fellow in the Poona Civil Engineering College.

15th January 1878.—Mr. Dinanath Hazra is appointed a Fellow in the Poona Civil Engineering College.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th January 1878.

THE
Bombay Educational Record.

No. 3.] MARCH 1, 1878. [Vol. XIV.

THE MONTH.

The educational event of the month was of course the University Convocation, which was the fullest and most brilliant known for many years past. His Excellency the Chancellor delivered an eloquent and comprehensive oration, expounding the scheme of State education in all its parts, and reviewing the whole field of University culture. The speech will of course receive the careful study of all who are interested in the progress of education.

"An Indian Pilgrimage" is the excellent subject chosen for the Homejee Cursetjee Prize Poem for the year 1878. The competition, as our readers know, is open to undergraduates of not more than four years' standing. The poems must be in the Heroic or Spenserian stanza, and must not exceed 150 lines in length. This prize has not been awarded since the year 1871. Six annual competitions have been invited without producing any verses of sufficient merit to deserve the prize. We trust that the nature of the subject set for this year may have the effect of drawing forth whatever poetical talent may at present exist in the undergraduate classes.

High Schools have no doubt promptly noted the change just made in the requirements of the Matriculation Examination in History and Geography. For the words "Elementary History and Geography" are substituted "Elementary History of England and India and Elementary Geography." The Histories of Greece and Rome disappear from the curriculum.

Mr. D. H. Agase, B.A., of Elphinstone College, has gained the Manockji Limji Gold Medal for the best English essay on "A short Abstract of the Political History of Gujarat and Maharashtra, from the First Century of the Christian Era to the Inroads of the Mahomedans, as arrived at from an examination of Coins and Inscriptions."

Pali scholars will be glad to hear that Dr. Hermann Oldenberg, of Berlin, has issued circulars announcing his intention to edit in the Pali language the *Vinayapiṭakam*, the first of the three sections into which the Buddhist holy scriptures are divided. The five works belonging to this collection (*Pârâjikam*, *Pâcittiyam*, *Mahâvagga*, *Cullavagga*, *Parivâra*) are among the Pali works which from an historical point of view are most deserving of the attention of Oriental scholars. They contain, especially the *Mahâvagga*, important materials for the critical investigation of the story of Buddha's life, and are essential as material for examining the gradual growth of these traditions. Full particulars concerning the proposed edition, its size, price, &c., may be obtained of Messrs. Williams and Norgate, London, or of Dr. Oldenberg direct, and all interested in this important work should apply for the circular.

THE signature of Mr. Giles, Acting Educational Inspector, N.D., was omitted through inadvertence from the official announcement of a cancellation of a dismissal from the Educational Department which appeared on page 46 of our last number.

THE MATRICULATION EXAMINATION.

THE last Matriculation Examination has several points of special interest. The examination was for the first time partially conducted at six stations in various parts of the Presidency—a half-and-half proceeding which cannot be permanent, but must lead either to a return to the old system, or to a frank adoption of the Bengal and Madras systems of Mofussil centres. The results of the examination also were for the first time made known in a new form. Hitherto the purely alphabetical arrangement was adopted, and no comparison of 'quality' was possible between one school and another. This year the results were published with the names in the order of merit, and with the total number of marks gained by each successful student given. This change goes far beyond the classification the *Record* has been advocating for many years past, but it has the advantage that it furnishes the materials for any degree of classification which may be required. We have already promised our readers a classified list, and propose to arrange it in three divisions of merit —the first division including those who gain 50 per cent. of full marks, the second division those who gain 40 per cent., and the third division those who pass with marks less than 40 per cent. Our readers are already aware that, as a necessary preliminary to the adoption of a scheme designed to furnish an order of merit to be determined by a total of marks, a thorough revision of the relative marks assigned to each branch of the examination became indispensable, and the scheme submitted by Mr. H. P. Jacob was adopted in its main features. The following are the values now attached to each part of the examination :—English paper 150 marks ; English oral 50 ; Second Language, two papers, 200 ; Mathematics, including Arithmetic, Algebra, and Euclid, three papers of 75 each, total 225 ; History and Geography 75, and Elementary Natural Science 75. Total of marks for the whole examination 775.

1,030 candidates were examined, out of whom 217 passed. Of the passed candidates 22 obtained 50 per cent. and upwards of full marks (the highest marks awarded being 545½, to C. V. Vaidya, of Elphinstone High School), 103 obtained 40 per cent. but less than 50 per cent., and the remaining 92 obtained less than 40 per cent. There is no minimum of total marks required in the Matriculation Examination, but only 9 of the passed obtained less than one-third of full marks.

With these preliminary remarks our readers will be in a position to scan the following classified list with interest. It is obvious how much truer the estimate of merit can be made by the introduction of the element of quality. The position we must assign, for instance, to the High Schools of Kolhapur, Ratnagiri, and Dhulia, as they stand in this list, is much higher than could have been accorded on the old-fashioned list.

	1877.				1876.	1875.
	First Division.	Second Division.	Third Division.	Total Passed.	Total Passed.	Total Passed.
Elphinstone High School	4	13	16	33	31	42
Poona High School	2	11	7	20	12	29
Surat High School	...	3	11	14	13	22
St. Mary's Institution, Bombay	1	6	6	13	22	25
Rájárám High School, Kolhápur......	3	6	...	9	5	20
Ratnágiri High School..................	3	4	2	9	8	13
Belgaum Sirdars' High School	...	2	4	6	2	7
Broach High School	...	2	4	6	8	3
Dhulia High School	2	3	...	5	3	2
Dharwad High School	...	5	...	5	8	15
Fort High School	...	1	4	5	7	23
Sátárá High School	1	2	1	4	2	8
Náráyan Jagannáth High Sch. Karáchi	1	1	2	4	1	3
Káttiáwár High School, Rájkot	...	2	2	4	4	4
Ahmednagar High School	...	2	2	4	5	7
Ahmedábád High School	...	2	2	4	2	10
Bombay Proprietary High School ...	...	2	2	4	10	19
Scottish High School, Byculla.........	...	4	...	4	1	2
Barodá High School	...	3	1	4	2	...
Free Genl. Assem. Inst., Bombay ...	1	1	1	3	2	4
Akolá High School	...	3	...	3	3	7
Neriád High School	...	2	1	3	5	4
Bhávnagar High School	...	3	...	3	3	2
John Connon Scottish High School...	1	...	2	3	...	2
Bishop's High School, Poona	2	1	...	3	1	3
Carried forward......	21	84	70	175	160	276

	1877.				1876.	1875.
	First Division.	Second Division.	Third Division.	Total Passed.	Total Passed.	Total Passed.
Brought forward......	21	84	70	175	160	276
Sir J. J. Parsee Benevolent Institution	...	2	1	3	4	19
Chandanwádi High School	...	2	1	3	2	6
Haidarábád High School	...	1	1	2	3	5
Indore English School	...	1	1	2	...	4
Poona Mission Institution.......... ...	...	1	1	2	1	1
Panchgany High School	...	2	...	2	...	...
Poona Native Institution	1	1	...	2	...	1
Bombay Private English School	...	...	2	2	4	7
Poona Civil Engineering College......	...	1	...	1	...	...
Násik High School	...	...	1	1	...	5
Sángli English School	...	...	1	1	...	...
Ahmedábád Mission High School ...	...	..	1	1	...	8
Alfred and Parsi High School.........	...	...	1	1	1	6
Bábá Gokhale's School	...	1	...	1	...	6
Belgaum Mission School	...	1	...	1	2	5
Genl. Assembly's Institution, Bombay	...	1	...	1	1	10
Sir Cowasjee Jehanghier N. Z. Madresa	...	...	1	1	...	2
Robert Money Institution, Bombay...	...	...	1	1	4	3
And the remainder had been under Private Tuition	...	5	9	14	8	27
Surat Mission School	...	5	...	...	5	4
Parsi Boarding School	...	...	9	...	4	3
Shikárpur High School..................	...	...	...	...	3	5
Amraoti High School	..	...	...	...	2	2
St. Vincent School, Poona	...	...	...	...	1	6
Sholápur English School	...	...	...	...	1	1
Bombay Scottish Orphanage	...	...	...	...	1	...
Bombay High School	...	...	...	...	1	5
Prabhu Seminary	...	...	...	...	...	4
Junágadh High School	...	...	...	...	...	2
Diocesan High School, Bombay	...	...	...	...	...	2
Tanna Private English School.........	...	...	...	...	...	2
Gopipura Private English School ...	...	...	...	...	...	2
Haidarábád Church Mission School...	...	...	...	...	...	1
Devas English School	...	...	...	...	...	1
Kutch Alfred High School	...	...	...	...	...	1
Total Number Passed...	22	103	92	217	208	432
Number Examined...	...	...	...	1030	1100	1230
Percentage of Passed to Examined...	...	...	...	21·0	18·5	35·0

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH JANUARY TO 15TH FEBRUARY 1878.

New Editions published.	Rs.	a.	p.
Godbolé's Navanit; or Selections from the Marathi Poets, revised and recast by Shri Krishna Shastri Talekar and Raoji Shastri Godbolé..............................	1	6	0
Government Publications for sale.			
Bombay Gazetteer.—Surat and Broach; Vol. II.	4	0	0

DEPARTMENTAL NOTICES.

Lists of Chemical and Physical Apparatus and Books for High and Primary Schools.

NOTIFICATION.

Lists of Apparatus, &c., suitable for Schools are published, for the information of Teachers. These Lists have been prepared by Dr. Cooke, Principal, Poona Civil Engineering College, and supersede Dr. Cooke's Lists of 1871.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
9th February 1878.

A.

LIST OF ESSENTIAL APPARATUS for a course of Lectures in a High School. The numbers in the first column are those in the Catalogue "Griffin's Chemical Handicraft" (1877). The numbers in the second column are those of our text-books, and should be engraved or painted on the corresponding pieces of Apparatus by the Manufacturer who supplies them.

Catalogue number in Griffin's Chemical Handicraft	Number to be engraved on the Article.	NAMES.	Cost of Article unengraved.		
			£	s.	d.
1400	118	2 dozen 9-oz. Flasks	0	7	0
1550	148	1 dozen 8-oz. Stoppered Bottles..........	0	4	0
1550	149	1 dozen 4-oz. do. do.	0	3	6
2255	82	Brass Tobacco-pipe	0	2	0

Catalogue number in Griffin's Chemical Handicraft	Number to be engraved on the Article.	NAMES.	Cost of Article unengraved.		
			£	s.	d.
2410	96	1 dozen Test Glasses	0	2	9
1597	107	6 Glass Funnels, 2 inch 3 do. 4 do. 2 do. 5 do.	0	3	0
508	127	1 Centigrade Thermometer to read to 200°	0	3	0
503	128	1 Fahrenheit's do. to read to 400°	0	3	0
388	137	3 Test Tube-holders, spring brass clips	0	2	6
158	138	2 Brushes, for cleaning Test-tubes	0	0	6
2076	88	Pneumatic Trough, 21½ × 15½	0	10	6
1295	16	1 pair of 7 inch Glass Plates	0	3	0
1533	55	Jar on foot	0	0	7
170	106	1 set of Cork-borers	0	2	6
1806	122	6 German Glass Retorts	0	4	0
1849	123	3 Receivers for do.	0	3	0
4200	129	2 Blow Pipes	0	1	4
229	140	2 Triangular Files for glass	0	1	4
177	141	1 Round File	0	0	8
132	142	2 small Brass Forceps	0	0	6
1701	144	2 Glass Syphons	0	1	0
115	119	1 dozen Glass Stirrers, 12″ thick	0	1	6
670	46	Bell Receiver, 8″ × 7″, German Glass	0	4	0
662	47	Cylindrical Receiver, do. do. 7″ × 12″	0	5	0
2224	68	2 Glass Globes for burning phosphorus in oxygen	0	6	0
742	62	Tallow-holder, ⅞ inch	0	1	6
2103	71	2 Deflagrating Jars, 9 × 5	0	6	0
2226	69	Metal Cup, for use with No. 68	0	1	3
2230	71(*a*)	Deflagrating Spoon, for use with No. 71	0	1	0
2232	76	6 pairs of Mounted Tapers	0	3	0
2161	85	Gas Holders	1	8	0
2070	87	Flat Trough with bee-hive shelf	0	2	4
2050(*b*)	91	3 Chloride of Calcium Tubes	0	1	6
2015	92	Copper Oxygen Retort	0	3	6
854	98	2 Spirit Lamps (5 oz.)	0	3	0
1431	102	1 Woulff's Bottle, 2 pints, 2 necks	0	1	4
1431	102	1 Do. do. 3 do. 2 do.	0	1	6
1432	102	1 Do. do. 3 do. 3 do.	0	2	6
168A	105	2 gross Corks, assorted	0	10	0

Catalogue number in Griffin's Chemical Handicraft	Number to be engraved on the Article.	NAMES.	Cost of Article unengraved.		
			£	s.	d.
1626	108	100 Filters, 3¾ inches diameter, in japanned box	0	10	0
1626	108	100 do. 5½ do. do. in do.	0	1	4
1626	108	100 do. 7½ do. do. in do.	0	1	9
342	110	3 Funnel Holders..........................	0	4	0
329	111	1 Table Support	0	2	6
288	112	Retort Stand..............................	0	2	3
289	113	Do. do.	0	1	0
360	116	Test Tube Stand...........................	0	1	4
2404	120	5 dozen Test Tubes, assorted	0	5	8
162	121	4 Stoneware Trays	0	1	2
1694(1)	139	2 Pipettes................................	0	0	8
659	40	Tate's Air Pump, Clamp and Key, &c.	3	13	6
697 & 698	41	8 Stop Cocks for Air Pump, 5 of 697 and 3 of 698..........................	1	4	0
704,705,706	42	3 Connectors, one of each number......	0	3	0
2113	48	Flask for weighing gases	0	7	6
732	1	Condensing Syringe	0	8	0
2231	72	Brass Flange and Deflagrating Spoon.	0	2	6
2249	78	3 Balloons, 9 inch	0	3	9
2262	83	Oxide of Copper Apparatus	0	2	6
2266	84	4 Reduction Tubes	0	3	4
1962	93	2 Hydrogen Gas Bottles, fitted	0	4	0
1941 F G I P	94	3 of each letter named	0	4	9
1942	85	10 Thistle Funnels	0	2	6
232	103	5 lbs. Glass Tubing, to bend easily, assorted sizes	0	5	10
1466	117	Set of 8 Beakers	0	3	6
2287	2	4 Pint Cells, Grove's Battery, in tray..	1	18	0
2297	134	Voltameter	0	10	6
1677	151	6 Ground Glass Covers, 5 inch	0	1	0
857	99	Spirit Lamp, Glass	0	2	0
1192	99	Spirit Lamp, Stoneware	0	0	8
863	100	One dozen yards Cotton Wick	0	1	0
716	45	1 Bladder Piece	0	1	0
717		1 Connector	0	1	0
55	124	Pestle and Mortar, No. 2 size...........	0	3	0

Catalogue number in Griffin's Chemical Handicraft	Number to be engraved on the Article.	NAMES.	Cost of Article unengraved.		
			£	s.	d.
2227	68	Stoneware Pan, for use with oxygen globe, No. 68	0	1	9
1953		India-rubber Tubing, for connecting gas bottles	0	6	0
2425		3 dozen books Test Papers, assorted	0	4	6
885		Argand Spirit Lamp	0	8	6
2338 2339		Volta's Eudiometer, graduated c. inches in case	0	5	6
2110		2 Glass Jars with Brass Cups, 12 inch high, 6 inch wide..	0	10	0
2277	67	2 pieces Wire Gauze	0	2	0
2253	80	2 Glass Tubes, for Hydrogen	0	2	0
2252	79	Philosophical Candle	0	2	6
2254		3 Spare Jets, for do.	0	0	9
2120		5 Two-pint Gas Bottles	0	4	2
1760		Set of seven Evaporating Basins	0	4	5
2137		Gas Bag, with stop cock and jet	0	14	6
2274		Davy's Lamp	0	6	0
87A		Wire Gauze Spoon	0	2	0
2245	77	Carbonic Acid Apparatus	0	2	0
246		Aspirator, 2 gallon, with brass top	0	5	6
	50	Hand and Bladder Glass	0	1	0
	51	Magdeburg Hemispheres	0	5	6
	52	6 Tin-plate Cylinders, which crush by atmospheric pressure when the air has been driven out by the steam of boiling water	0	9	0
	59	Receiver for Torricellian experiment	0	3	6
	60	Empty Barometer, Tube and Funnel	0	1	6
	64	Bell to ring under an exhausted receiver	0	10	0
	131 & 132	Varley's patent Electrical Jar, for obtaining a small spark to fire mixed gases	0	4	6
	57	Bladder Frame and Weights, for use with the air pump	0	8	0
	33	Ferguson's Pyrometer, for showing linear expansion	1	10	0
	8	Iron Plate with strings and holes, for centre of gravity determination	0	3	6
	58	Water Hammer	0	2	0

Catalogue number in Griffin's Chemical Handicraft	Number to be engraved on the Article.	NAMES.	Cost of Article unengraved.
			£ s. d.
	39	6 Fire Balloons............................	0 6 0
	3	Inertia Apparatus, by which a card can be struck from underneath a ball, which then falls into a cup.	12 12 0
	4	Pulley Frame, to hold a complete set of brass pulleys, with pulleys, silk cords, and weights complete ...	
	10	2 Parallelopipeds, which stand when separate, but are on the point of falling when superposed	
	18 & 19	Set of Levers on stand	
	22 & 23	Wheel and Axle, mounted in frame.	
	24	Model of Screw	
	25	Inclined Plane, with roller & carriage	
	26	Double Cone, which runs up an inclined plane	
	27	Wedge and Split Block	
		Bar and Gauge Pyrometer. The bar fits the gauge when cold, but not when heated..........................	0 4 0
		Iron Wire, to burn in oxygen............	0 1 0
		Steel do. do. do.	0 1 0
		8 oz. Charcoal, with bark on, for oxygen	0 1 0
	53	Mercury Filter Cup.......................	0 7 6
	59	Barometer Tube, with ground brass plate and stuffing box, for Torricellian experiment	0 12 6
	6	Ground Brass Plate, for guinea and feather experiment	0 18 0
	2	Ivory Balls	0 6 0
	36	Model Thermometer	0 5 0
	37	Apparatus for showing differences of expansibility of fluids, consisting of a trough to hold hot water, and a set of bulb tubes with stand ...	1 5 0
	32	Gravesend's Pyrometer, consisting of ball and ring, for showing cubical expansion	0 8 6
	7	Glass Receiver, for guinea and feather experiment	0 4 6

Catalogue number in Griffin's Chemical Handicraft	Number to be engraved on the Article.	NAMES.	Cost of Article unengraved.		
			£	s.	d.
	34	Tyndall's Bar Breaker, by which a small bar is broken by the contraction of a large one	0	7	0
	38	Air Thermometer, consisting of a large bulb tube with attached scale......	0	4	6
	61	Balance, with weights and corks, to show that bodies lose weight when weighed in air	0	6	0
		Set of spare Porous Cells and spare Zincs, for the Grove's battery ...	0	8	0
	11	Polished Wooden Cone, to show stable and unstable equilibrium	0	2	0
2310		2 Stout Glass Detonating Bottles, for firing mixed gases	0	3	0
2099		Vertical Pneumatic Trough, for use with endiometer	0	1	0
2340		Ure's Syphon Eudiometer (c. inches)..	0	6	0
2341		Case for do. ...	0	1	6
2343		1 dozen Eudiometer Balls	0	4	0
444		Balance for Physical Experiments......	1	11	6
450		Set of Weights for do.	0	4	6
461		Set of Commercial Gramme weights...	0	7	6
		Total...£	49	0	2

A. (a)

For Schools in Bombay *only* where coal gas is obtainable.

No. in Griffin's Chemical Handicraft		£	s.	d.
949	3 Bunsen's Single Jet Burners with star supports	0	6	0
952	3 Iron Tripod Supports	0	1	6
953	3 Chimneys	0	0	9
982	Griffin's Evaporating Furnace with burner	0	10	0
	Total..£	0	18	3

B.—Additional Apparatus desirable for High Schools.

To be obtained from Messrs. Griffin and Co.

No. in Griffin's Chemical Handicraft		£	s.	d.
	Electrical Machine, 16 inch plate	4	4	0
	2 Boxes of Amalgam	0	2	0
	2 Rods, half brass, half glass	0	5	0
	2 Rods of Glass covered with red wax............	0	2	6
	Rod of Ebonite	0	1	6
	3 Leyden Jars, pint size	0	12	0
	Leyden Jar with moveable coatings	0	7	6
	Discharger	0	3	0
	Electroscope...	0	16	0
	Electrical Whirl	0	2	0
	Barometer	2	2	0
	Electro-Magnet	1	1	0
	Pair of Bar Magnets, in case	0	8	6
	60 feet Covered Wire	0	3	0
	2 dozen Pith Balls	0	2	0
	Electric Pendulum	0	2	0
	Maximum Thermometer................................	0	7	6
	Minimum do.	0	7	6
	Glass Plume to show electrical repulsion	0	5	6
	2 Cylindrical Glass Tubes for electrical excitation	0	3	6
	Hygrometer, wet and dry bulb	0	7	6
	Rain Gauge	0	15	0
	Pocket Compass	0	5	0
	Wollaston's Cryophorus	0	3	0
2267	Doberciner's Lamp	0	7	6
2269	4 Spongy Platinum Rings for do.	0	4	0
417	Chemical Balance	4	0	0
896	Russian Spirit Lamp	0	2	6
4427	Electric Needle and Magnetic Needle, in case ...	0	7	6
	Prism showing decomposition of light	0	5	0
	Magic Lantern, 3½ inch condensers	3	12	6
	Astronomical Sliders, with book	2	2	0
	Moh's Scale of Hardness of Minerals, in a paper box..	0	5	0
776	Furnace No. 2, complete	4	12	0
	To be obtained from Messrs. Newton & Co., Fleet Street, London.			
	Gyroscope..	2	7	6
	Microscope	5	5	0
	Telescope	15	15	0
	Orrery	10	10	0
	Total...£	63	4	0

C.

SET OF APPARATUS AND CHEMICALS to illustrate an Elementary Course of Lectures on Chemistry and Physics for Primary (not High) Schools. The Apparatus ordered will serve for a full course of Lectures on the two Science Primers (Chemistry and Physics) by Roscoe and Balfour Stewart. The numbers refer to the Catalogue numbers *in Griffin's Chemical Handicraft.*

III. Porcelain Mortars.	£	s.	d.
No. 55.—Dresden Porcelain Mortars, biscuit within, glazed without, the pestles in one piece No. 1.—5¼ inch diameter	0	4	0
IV. Glass Mortars.			
66.—Hard Bohemian Glass Mortars, broad flat form, very stout, with spouts and strong pestles. 4¼ inch, 10 oz.	0	1	0
115.—Three glass Stirrers, 9 inch	0	2	0
161.—The set of 10 Trays, 2 to 8 inch	0	2	9
168A.—Small Corks and Bungs, assorted; 1 gross	0	7	0
Cork Borers.			
173.—The set of six small Borers, from ⅛ to 7/16 inch bore, in a case, with File and Rod	0	4	0
Glass Tubes.			
234.—Four Pounds of Soft French Glass, free from lead, easy to work at a lamp, adapted for gas delivery tubes, ⅕, ¼, ⅜, and ½ inch diameter. *One Pound of each size.*	0	4	8
Water Bottles.			
246.—Water Bottle, form of Fig. 246, cylindrical, salt glazed stoneware:— 21.—Contents, 2 gallons, fitted with brass tap	0	5	6
Retort Stands.			
287.—Retort Stand, tripod foot, form of Fig. 287, with 3 rings, iron rod; rod 15 inches long, ⅜ inch diameter; 3 cast iron rings, 3½, 3, and 2 inches, with collars similar to the block, Fig. 278A, each of which can be removed from the rod without disturbing the rest	0	3	0
290.—Retort Stand, similar to the preceding (289), but with two brass rings 1¾ inch and 1¼ inch	0	1	6
Tube Clips.			
292.—Brass Tube Clip, like Fig. 388, with block to attach it to a ⅜ inch rod	0	1	9
293.—Griffin's Tube Holder for supporting tubes, retorts, and flasks over a lamp; japanned iron plate, with 16 inch rod and a foot of polished blackwood, strongly made, Fig. 293	0	2	0

	£	s.	d.
297.—Iron Tripods, or Triangles on three iron legs. Fig. 297.			
No. 1.—5 inch triangle, 8 inches high...................	0	0	9
No. 2.—8 inch triangle, 9½ inches high	0	1	0
No. 3.—10 inch triangle, 9½ inches high...............	0	1	3
Wooden Supports and Holders.			
312.—Vertical clamp, for supporting tubes, small retorts, &c., Fig. 311, *f*, *g*,·in polished *blackwood*	0	2	9
315.—Hinged clamp, Figs, 314, 315, and 330, for holding tubes in any inclined position ; especially useful in distillations and in gas preparations, with tube apparatus, polished *blackwood*	0	3	0
Funnel Holders.			
Wooden Funnel Holders, consisting of a foot, rod, and funnel ring which can be fixed at any height by a collar and thumb-screw.			
Small size, for Funnels of 1½ to 4 inches diameter.			
342.—2 of these funnels (*blackwood*)	0	2	8
Supports for Test Tubes.			
,, A.—Frames for Test Tubes, with holes, without pegs.			
360.—For 12 Tubes, one row, white wood..................	0	1	4
Block Supports.			
393.—Set of six round Wooden Blocks, for supporting and adjusting the heights of apparatus, 4 inches diameter, and ⅛, ¼, ½, 1, 2, and 4 inches high ; Fig. 393 *aa* : the set..	0	1	9
Supports for Hot Test Tubes.			
387.—Brass Wire Clip with handle..........................	0	0	6
Commercial Balances.			
438.—Apothecary's Scales and Weights, to weigh quantities up to half an ounce, with set of weights, superior, with glass pans, in oak box	0	5	0
,, B.—Frames for Test Tubes, having both holes and draining pegs.			
374.—For 12 Tubes, blackwood and stoneware pegs ...	0	2	6
A.—Simple Spirit Lamps.			
852.—Glass Spirit Lamps, with ground glass caps and incorrodible stoneware wick-holder. Form of the Lamp cylindrical, like Fig. 853 *d*. *Larger sizes*, 5 ounces capacity.	0	1	4
Griffin's Lamp Furnace.			
1192.—Stoneware Spirit Lamp, with stoneware wick-holder *b*, and cap *c*, Fig. 1192..............................	0	0	8

	£	s.	d.
1218.—The Original Stoneware Lamp Furnace set, comprising the seventeen articles from No. 1191 to 1202	0	6	0
Sand Baths.			
1225 A.—Sand Bath of Iron, Fig. 1225, but only one-third the depth. No. 8, seven inches diameter (*Iron*).	0	0	6
Flasks.			
German Hard Glass Flasks, flat bottoms, with phial lip, uniform in substance, form of Figs. 1400 & 1401.			
1400.—One dozen of 4 ounce flasks	0	2	3
,, One dozen of 8 ounce ,,	0	3	3
,, Four Flasks (*of* 1 *Pint each*)	0	2	0
Funnels.			
1595.—Glass Funnels for Filtration, form of Fig. 1596, the sides inclined at an angle of 60°, and the Vertical Section being an equilateral triangle, which adapts them to the shape of a plain paper filter. German glass.			
Four Funnels of 3 inch diameter	0	1	0
Three ,, ,, 6 ,, ,,	0	2	3
1627.—The set of Seven Glass Funnels, Fig. 1627	0	1	4
Filter Papers.			
1626.—Two boxes of Filters No. 5	0	2	8
,, One box full of Filters No. 6	0	1	9
Porcelain Evaporating Basins.			
1743.—Berlin Porcelain Evaporating Basins or Capsules, with Spout, Fig. 1743, glazed inside and outside, but not on the edge. Depth of the Capsules = ⅓ of their diameter.			
Four of No. 0, 3¼ inch diam., (contents) 2½ ounces...	0	2	0
Three ,, No. 4, 4½ ,, ,, ,, 8 ,, ...	0	3	9
Two ,, No. 6, 6 ,, ,, ,, 16 ,, ...	0	4	0
Retorts.			
1805.—Retorts, Plain, Fig. 1805, fine white French glass, free from lead.			
Six 8 oz. retorts	0	1	6
1809.—*Six* 10 oz. retorts	0	5	0
Gas Leading Tubes.			
1941.—Bent Tubes for Gas bottles :—			
,, F.—*Six* connectors for oxygen gas tube retort, long branch, 18 inches by ⅝ inch	0	3	0
1941.—Bent Tubes for gas bottles	5	5	11
,, *o*.—*Two* Connectors for Sulphide of Hydrogen, ½ inch diameter	0	0	6

	£	s.	d.
1941*k*.—*Two* Connectors, with two bulbs, for receiving the water which rises with gas from a gas bottle	0	1	0
,, *j*.—*Two* Connectors to carry hydrochloric acid gas into a solution flask	0	1	4
Acid Funnels.			
1942. (*a*).—Thistle Acid Funnels, with long necks, for fitting Gas Bottles, &c., Fig. *a* and Figs. 8, 9, 10, in the group of funnels No. 1598, made of German Glass Tube with one inch funnel.			
Three funnels 12 inch	0	0	6
Hydrogen Gas Bottles.			
1962.—Hydrogen Gas bottle, hard German Glass, fitted, 30 ounce size, with long acid funnel and gas delivery tube, with flexible connector, Fig. 1962.			
Three of these Hydrogen Gas Bottles	0	6	0
Caoutchouc Fittings.			
1953.—Vulcanized Caoutchouc Tubes; for conveying gases, joining glass tubes, &c.			
Five feet of ⅛ inch diam. tubing	0	1	3
Six ,, ,, 3/16 ,, ,, ,,	0	2	6
Eight ,, ,, ¼ ,, ,, ,,	0	4	0
Four ,, ,, ⅜ ,, ,, ,,	0	2	8
Oxygen Gas Bottles.			
2015.—Oxygen Gas Tube Retort, for preparing Oxygen gas by the distillation of Chlorate of Potash with Peroxide of Manganese, Fig. 2014. Distilling tube of *copper*, size 8 inches by 1½ inches, with metal delivery tube	0	3	6
,, B. Chloride of Calcium Tubes, consisting of a wide tube and a narrow tube, with two bulbs between them.			
2050.—With straight neck, form of Fig. 2050.			
(a).—*Three* tubes 5 by ½ inch, two bulbs, neck 3 by ½ inch	0	1	0
2054.—E. Consisting of a U-shaped tube of uniform bore and parallel branches, form of C, D, F, Fig. 2054, or Fig. 2056.			
2054.—(*b*). *Two Tubes* of 6 inch by ⅝ inch	0	1	6
,, (*c*). *Three* ,, ,, 8 ,, ,, ¾ ,,	0	3	0
Metallic Troughs for use with Water.			
2075.—Pneumatic Trough of Japanned Tin-plate with moveable shelf, form of Fig. 2073.—19 inch by 12½ inches	0	8	0
Bottle for Sulphuretted Hydrogen Gas.—A, with one bottle, without a washing bottle.			
1994.—Cylindrical Bottle, 5 ounce size, with wide bent tube, and narrow gas delivery tube, Fig. 1994	0	1	0

	£	s.	d.
Glass Tube fitted with taper, U Tube for holding caustic soda and caoutchouc tubing (see Roscoe's Chemical Primer, page 7).			
Gas Receivers.			
2119.—Gas Receivers, in the form of wide-mouthed bottles, hard German Glass, with ground stoppers, stout glass, Fig. 2119.			
One Gas Receiver 1 pint	0	1	0
Two Gas Receivers 2 „	0	3	0
One Gas Receiver 3 „	0	1	9
2120.—Gas Receivers in the form of bottles, with extremely wide necks (4 to 5 inch), hard Bohemian glass, thin in substance, with glass stoppers ground, but not accurately fitted.			
Two Gas Receivers of 1 pint..................	0	1	2
2121.—Cylindrical Jars for collecting gases, flat bottoms, uniformly thin in glass, not ground on the mouth, form of the jars in Fig. 2121.			
No. 4—*Three* jars 5 inch by 2½ inch	0	1	9
Large Glass Globe.			
2224.—Large Glass Globe, 8 to 9 inches in diameter, for burning Phosphorus in Oxygen gas, *a*, Fig. 2224—Two of these large glass Globes	0	6	0
2226.—One Metal Cup, on iron foot, to contain the phosphorus to be burnt in the Oxygen Globe	0	1	3
2227.—One Flat Circular Stoneware Pan, 12 inches in diameter, for use in the same experiment, *d*, Fig. 2224	0	1	9
2232.—Three pairs of Wax Tapers, mounted on Copper Wires, for trying the combustibility of gases, Fig. 2232 (a), to plunge downwards into Oxygen and heavy gases; (b) to plunge upwards into Hydrogen, &c. ...	0	1	6
2242.—Apparatus to show the presence of Carbonic Acid gas in air expired from the lungs; pint size, fitted with tubes, Fig. 2242	0	2	6
2244.—*Two* small Candle-holders, as represented in Fig. 2243, to fix a lighted taper within a glass cylinder or bottle in experiments on combustion or ventilation ...	0	0	6
2245.—Apparatus to collect the carbonic acid gas that is produced by the flame of a spirit lamp or candle, consisting of a glass funnel and three bent tubes, *a*, *c*, *d*, *e*, Fig. 2245	0	2	0
Davy's Safety Lamp.			
2274.—Davy's Safety Lamp for coal; Miners' Brass Lamps, iron gauze :—			
Single Gauze, Fig. 2274	0	6	0

	£	s.	d.
2265.—Griffin's Apparatus for showing the production of water by passing dry Hydrogen gas over ignited oxide of copper, and the reduction of the oxide to the metallic state, consisting of three tubes, a reduction tube, and two condensing tubes.—Fig. 2265, *a* to *g*.			
Two sets of Griffin's Apparatus	0	5	0
2297.—Volta meter, Fig. 2297	0	10	6
2401.—Three brushes for cleaning Test Tubes	0	0	9
2403.—*Two* sets of 42 Testing and Boiling Tubes	0	6	6
2412.—Half a dozen Conical Test Glasses	0	0	10½
2277.—Two pieces Iron Wire Gauze	0	2	0
4201.—Blowpipe, 8½ inches long	0	0	8
4422.—Two Triangular Files	0	1	4
4423.—Two Rat's-tail Files	0	1	4
4431.—One 6-inch Horse-shoe Magnet	0	2	0

Chemicals and Specimens.

Commercial Sulphuric Acid	16	lbs.	0	4	0
,, Nitric ,,	12	,,	0	7	0
,, Hydrochloric ,,	8	,,	0	2	0
Ammoniæ Liquor fort.	20	fluid ounces	0	1	1
Caustic Potash (solid in sticks)	1	lb.	0	2	0
Sodium Carbonate	1	,,	0	1	0
Potassium Chromate	12	oz.	0	1	6
Potassium Ferrocyanide	12	,,	0	1	6
Silver Nitrate	1	,,	0	4	0
Litmus	8	,,	0	1	4
Indigo	8	,,	0	1	0
Calcium Chloride (for use in desiccating tubes).	1	lb.	0	0	8
White Marble	2	lbs.	0	0	6
Iron Filings	2	,,	0	1	0
Gypsum	1	,,	0	0	6
Stourbridge Clay	2	,,	0	0	4
Bleaching Powder	1	,,	0	0	6
Manganese Dioxide	4	,,	0	1	0
Potassium Chlorate	4	,,	0	5	4
Castor Oil	12	ozs.	0	1	0
Phosphorus, Red (packed in a soldered tin)	4	,,	0	2	6
Iron Sulphate	12	,,			
Tin Oxide	4	,,	0	2	0
Mercury Red Oxide	4	,,	0	2	0
Potassium	1	,,	0	8	0
Sodium	2	,,	0	2	0
Gold Leaf	2	books.	0	4	0
Litmus Paper	6	,,	0	1	0
Aluminium	1	oz.	0	10	0
Tin	8	,,	0	1	3
Sheet Lead	2	lbs.	0	1	4

		£	s.	d.
Piece of Sheet Silver	2 drams	0	2	0
,, ,, Cast Iron	1 lb.	0	0	2
,, ,, Iron Ore	1 ,,	0	0	6
,, ,, Iron Oxide	1 ,,	0	0	6
Soda Crystals	1 ,,	0	0	8
Alum	12 ozs.	0	0	3
Roll Sulphur	12 ,,	0	0	3
Flour of Sulphur	1 lb.	0	0	3
Potassium Nitrate	12 ozs.	0	0	4
Zinc, granulated	2 lbs.	0	1	0
Copper Turnings	1 ,,	0	2	0
Copper Oxide	12 ozs.	0	2	3
Copper Sulphate	12 ,,	0	0	4
Antimony	12 ,,	0	1	3
Mercury	4 lbs.	0	16	0
Lead Acetate	12 ozs.	0	0	7
Caustic Soda (solid, in sticks)	12 ,,	0	0	6
Sodium Carbonate (Anhydrous)	6 ,,	0	1	4
Phosphorus, Yellow (packed in a soldered tin)	4 ,,	0	2	6
Piece of Bronze	8 ,,	0	0	8
Tin Stone	1 lb.	0	1	6
Galena	1 ,,	0	0	6
Zinc Blende	1 ,,	0	0	6
White Sand	2 ,,	0	0	2
Red Sand	2 ,,	0	0	2
Flint	1 ,,	0	0	4
Quartz Crystals	8 ozs.	0	0	4
Graphite	8 ,,	0	0	6
Rock Salt	8 ,,	0	0	4
Sodium Sulphate	8 ,,	0	0	1
,, Nitrate	8 ,,	0	0	3
Bone Ash	8 ,,	0	0	3
Tin pan, with peas		0	1	0
Iron plate with 4 strings		0	1	0
Balance to carry 2 lbs. in each scale; beam two feet long.		1	12	0
Piece of metal weighing 200 grains		0	1	0
Set of weights 600 grains to ½ grain		0	10	6
Two pieces of glass 2 inches square		0	0	4
Beam of wood		0	1	9
Two 4 lb. weights		0	3	0
Plumb line		0	1	0
Stoneware dish for Mercury		0	0	6
Tube for showing level of water		0	2	6
Metal Cylinder with 2 tubes and stoppers		0	6	0
Tube with moveable bottom and cord		0	3	0
Water-jar for tube		0	1	0
Indigo Solution		0	0	5

	£	s.	d.
Substance weighing 1,000 grains same specific gravity as water	0	2	6
Hollow brass Cylinder	0	2	6
Bucket to contain it	0	2	6
Apparatus for attaching the Bucket to Balance	0	1	6
Block to illustrate flotation	0	0	3
Tate's Air Pump	3	13	6
Bell-jar receiver	0	2	6
Two India-rubber balls	0	0	3
Jar with neck and flange	0	2	6
Two pieces of India-rubber for it	0	1	0
Box with strings	0	0	6
Magdeburg Hemispheres	0	5	6
Brass cock for ditto	0	3	0
Tube for Barometer	0	1	0
Glass mortar for cistern	0	1	0
Funnel for filling Barometer	0	0	2
Vibrating wire on support	0	1	0
Model Thermometer	0	5	0
Centigrade Thermometer	0	4	0
Bladder, two-thirds filled with air	0	0	6
Four flasks for boiling water, with corks	0	6	0
Triangle and wire gauze to support flask	0	1	5
Pan to hold sulphuric acid in vacuo, and shallow vessel to hold water	0	3	8
Wires to show unequal power of iron and copper to conduct heat	0	1	0
Electric Pendulum	0	2	0
Several pieces of elder pith and pith balls	0	1	6
Electroscope	0	12	0
Electrical Machine, 16 inches plate	4	4	0
Box of Amalgam	0	1	0
Rod, half brass, half glass	0	2	6
Rod of glass covered with red wax	0	2	6
Brass ball, with point on insulated stand	0	3	6
Leyden Jar, pint size	0	4	0
Discharger	0	3	0
Grove's battery, 4 cells in frame	1	18	0
3 Yards of fine Platinum wire	0	1	6
Electro-Magnet	0	6	0
Knitting-needle and thread	0	0	2
Apparatus for Oersted's e[illegible]eriment	0	5	6
Thirty feet of covered w[illegible]	0	1	3
Ferguson's Pyrometer	1	10	0
Total......£	35	1	0½

D.

LIST OF BOOKS which would be useful in High School Libraries.

Everett's Textbook of Physics.
Deschanel's Physics, translated by Everett.
Ganot's Physics, translated by Atkinson.
Ferguson's Electricity.
The Forms of Water—Tyndall (International Science Series).
Heat as a Mode of Motion—Tyndall.
Lessons in Natural Philosophy—Tyndall.
Notes on Electricity—Tyndall.
The Three Kingdoms of Nature—Houghton.
Natural Philosophy popularly explained—Houghton.
Conservation of Energy—Balfour Stewart.
On the various Forces of Nature—Faraday (edited by Crookes).
Bloxam on the Metals (Textbooks of Science).
Elementary Physics—Balfour Stewart (Macmillan's School Series).
Lessons in Elementary Chemistry—Roscoe.
Page's Introductory Textbook of Geology.
Page's Advanced Textbook of Geology.
Earth and its Treasures—A. Mangin.
Miller's Elements of Chemistry.
Faraday's Lectures on the Chemistry of a Candle.
Balfour Stewart's Heat.
Lockyer's Astronomy.

List of Books for School Libraries.

NOTICE.

The books named in the two lists which follow can be ordered for School Libraries as money is available.

K. M. CHATFIELD,
Director of Public Instruction.

Poona; Office of the Director of Public Instruction,
11th February 1878.

Books on Sale by H. Sotheran & Co., 36, *Piccadilly.*	£	*s.*	*d.*
* *Chambers, G.*—Astronomy. 200 Illustrations. Calf gilt.	1	4	0
* *Cuvier, Baron.*—Animal Kingdom, translated by Carpenter and Westwood. 544 Engravings. Impl. 8vo, new calf gilt	1	5	6
* *Figuier, L.*—Earth and Sea, translated and illustrated. Imp. 8vo	9	0	0
* ———— Ocean World. Post 8vo, new calf gilt	0	10	6
* *Guillemin, A.*—Forces of Nature, translated by N. Lockyer. Royal 8vo......................	1	6	0
*————The Heavens: Lockyer and Proctor. New calf	0	15	0

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* Illustrated.

	£	s.	d.
* *Hartwig, G.*—The Sea and its Living Wonders. 8vo, new calf gilt	0	15	0
*———The Tropical World. 8vo, calf gilt	0	15	0
* *Nasmyth and Carpenter.*—The Moon. 4to	1	5	0
* *Proctor, R.A.*—Borderland of Science. Cr. 8vo	0	9	0
* ———Expanse of Heaven. Cr. 8vo	0	5	0
* ———Light Science for Leisure Hours. 2 vols. Post 8vo	0	12	6
* ———The Sun. Post 8vo	0	11	6
Addison.—Works, Complete, by Hurd. 6 vols., new half calf	1	12	6
* *Boswell.*—Life of Johnson. 2 vols., new half calf ...	0	12	6
* *Fergusson, J.*—Indian Architecture			
Heber, Bp. R.—Indian Journals. 3 vols. 8vo, calf gilt...	0	15	0
Lamb, C.—Works and Letters. 4 vols.	0	18	0
Motley, J. T.—History of the United Netherlands. 4 vols. half calf	1	10	0
———Rise of the Dutch Republic. 3 vols., new calf.	2	2	0
* *Schellendoff.*—Spectrum Analysis, translated by Lassell	1	4	0
* *Tyndall, Prof.*—Light. Cr. 8vo	0	6	6
* ———Sound. Post 8vo	0	9	0
* *Wood, J. G.*—Insects Abroad: a description of Foreign Insects. Calf gilt	0	18	6

1. A Short History of Natural Science and of the Progress of Discovery from the time of the Greeks to the present day, by Arabella B. Buckley. Illustrated. J. Murray.
2. *Wood, J. G.*—Natural History. Thick 8vo, 1 volume. 14*s*. Routledge, or J. Murray.
3. *Robson.*—On School Architecture and Apparatus. Profusely illustrated. 1 vol. 8vo. 30*s*. J. Murray.
4. The Mysteries of the Ocean, from the French of Arthur Mangin. 130 illustrations. Imperial 8vo. In calf 20*s*.
5. The Insect World, by Louis Figuier. 376 Illustrations. In calf 10*s*.
6. Reptiles and Birds, by ditto. 307 Illustrations. In calf 10*s*.
7. The Vegetable World, by ditto. 471 Illustrations. Calf 10*s*.
8. The Human Race, by ditto. 240 Illustrations. Calf 12*s*.
9. Mammalia, by ditto. 260 Illustrations. Calf 12*s*.
10. Earth and its Treasures: a description of the Metallic and Mineral Wealth of Nature; by A. Mangin. 50 Illustrations. Calf 8*s*. 6*d*.
11. Wonders of the Physical World: the Glacier, the Iceberg, the Icefield, and the Avalanche. 70 illustrations. Calf 8*s*. 6*d*.

N.B.—Nos. 4-11 to be purchased at the Educational Supply Association, 1, High Holborn, London.

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* Illustrated.

12. The Science Primers (Macmillan) :—

Physical Geography, by Geikie. Physiology, by Foster. Physics, by Balfour Stewart. Botany. Geology. Astronomy. Chemistry, by Balfour Stewart. Introduction by Huxley.	Price 1s. each.

All more or less illustrated.

13. Green's Short History of the English People. 8*s.* Macmillan.
14. Bright's Short School History, in 3 Parts. Rivingtons.
15 Wallace's Russia. 2 vols. Cassell, Petter, and Galpin.
16. Burnaby's Ride to Khiva.
17. Schuyler's Turkestan.

Service Books to be kept in English wherever possible.

NOTIFICATION.

The subjoined Government Resolution, No. 122, dated 28th January 1878, with accompaniment, is published for the information of Educational Officers.

By order of the Director of Public Instruction,
JOHN BOCARRO, Head Assistant.

Poona, Office of the Director of Public Instruction, 6th Feb. 1878.

No. 122.

FINANCIAL DEPARTMENT.

Bombay Castle, 28th January 1878.

Resolution of Government in the Financial Department, No. 209, dated 21st January 1878—Communicating, with reference to their Resolution No. 4028 of 1876, one from the Government of India in which they direct Local Governments to instruct Heads of Departments to enforce the practice of keeping the Service Books in English in all Offices of which the head officer is acquainted with English, &c.

RESOLUTION.—Copy to the Director of Public Instruction, with reference to Government endorsement No. 106 of 6th October 1876, and his letter No. 4358 of 24th November following.

(Signed) JOHN JARDINE, Acting Secretary to Govt.

To the DIRECTOR of PUBLIC INSTRUCTION (with copy of the above).

Pensions and Gratuities. No. 209.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st January 1878.

Resolution of the Government of India, Financial Department, No. 39, dated 5th January 1878 :—

" Owing to the difficulties pointed out by certain Local Governments, an uniform rule cannot be laid down regarding the language in which Service Books should be written. The Governor General in Council, however, desires that, where it is possible and convenient, Local Governments should instruct Heads of Departments to enforce the practice of keeping the Service Books in English in all Offices of which the head officer is acquainted with English. All the headings in the Service Books, without exception, should be printed in both English and the Vernacular."

RESOLUTION.—Copies to be communicated to all Officers and Departments concerned, with reference to Government Resolution No. 4028 dated 29th September 1876.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the COMMISSIONER in SIND; the COMMISSIONER, N.D.; the COMMISSIONER, S.D.; the COMMISSIONER, C.D.; &c., &c., &c.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH JANUARY 1878 TO 15TH FEBRUARY 1878.

16th January 1878.—Mr. Bapuji Dollatraya Ranadé is appointed substantive *pro tem.* Seventh Assistant Master, Satara High School.

18th January 1878.—An extension of six months' leave, without pay, is granted to Mr. Navaroji Ardesar Captain, First Assistant Master, First Grade Anglo-Vernacular School, Chandanwadi.

21st January 1878.—Messrs. Janardan Balaji Modak and Kashinath N. Sané, First and Second Assistant Masters in the Ratnagiri High School, are confirmed in their respective appointments, from the 15th December 1875.

23rd January 1878.—Mr. Dulabhji D. Ved, Second Assistant Master, Kattywar High School, is appointed Acting First Assistant in the same school.

23rd January 1878.—Mr. Harilal K. Desai, Third Assistant Master in the Kattywar High School, is appointed Acting Second Assistant in the same school, *vice* Mr. Ved, promoted.

23rd January 1878.—Mr. Ranchord Nagardas, Fourth Assistant Master, Kattywar High School, is appointed Acting Third Assistant Master in the same school, *vice* Mr. Desai, promoted.

28th January 1878.—Three weeks' leave, without pay, is granted to Mr. S. B. Bhaté, Second Assistant Master, Karwar English School.

28th January 1878.—Mr. Rachappa Sanganbasappa is appointed substantive *pro tem.* Second Assistant Master in the Karwar English School, *vice* Mr. Bhaté, on leave.

28th January 1878.—Two and a half months' sick leave is granted to Mr. Dattatraya Bhugwant Deshpandé, Third Assistant Master, Dhulia High School.

28th January 1878.—Mr. Mahadeo Kacheshwar Saraf is appointed Acting Third Assistant Master in the Dhulia High School, *vice* Mr. Deshpandé, on leave.

5th February 1878.—Two months' sick leave is granted to Mr. Ramji Hari Agashé, Assistant Deputy Educational Inspector, Tanna Sub-Division.

5th February 1878.—Mr. Narayan Manohar Rongé is appointed Acting Assistant Deputy Educational Inspector, Tanna, *vice* Mr. Agashé, on leave.

9th February 1878.—Mr. Barjorji A. Entee, B.A., is appointed substantive *pro tem.* First Assistant Master, Surat High School, *vice* Mr. Dorabji E. Gimi.

9th February 1878.—Mr. Manekji Carsetji Nariman, F.A., is appointed substantive *pro tem.* Second Assistant Master, Surat High School, *vice* Mr. Barjorji A. Entee, promoted.

11th February 1878.—One month's sick leave is granted to Mr. Jehangir Hormusji Kanga, Fourth Assistant Master, Gokuldas Tejpal School, Bombay.

11th February 1878.—Mr. Kharsetji Jamsetji Madan, Second Assistant, Chandanwadi First Grade Anglo-Vernacular School, is appointed substantive *pro tem.* First Assistant in the same school.

11th February 1878.—Mr. H. K. Barucha, Third Assistant, Chandanwadi First Grade Anglo-Vernacular School, is appointed substantive *pro tem.* Second Assistant in the same school, *vice* Mr. Madan, promoted.

11th February 1878.—One month and fourteen days' leave, without pay, is granted to Mr. Bhugwandas Brijbhukandas, First Assistant Master, Camp School, Poona.

11th February 1878.—Mr. B. J. Dastur is appointed substantive *pro tem.* First Assistant, Camp School, Poona, *vice* Mr. Bhugwandas, on leave.

15th February 1878.—A fortnight's sick leave is granted to Mr. G. M. Sathé, First Assistant Master in the Dhulia High School.

15th February 1878.—Mr. Luxuman M. Deshpandé, F. E. A., is appointed Acting First Assistant Master in the Dhulia High School, *vice* Mr. Sathé, on leave.

By order of the Director of Public Instruction,

JOHN BOCARRO,

Head Assistant.

Poona, Office of the Director of Public Instruction,
22nd February 1878.

THE
Bombay Educational Record.

No. 4.] APRIL 1, 1878. [Vol. XIV.

THE MONTH.

We understand that in consequence of the changes recently made by the Senate of the University in the requirements of the Matriculation Examination, the effect of which is to dispense with the Histories of Greece and Rome, and confine the questions to the Histories of England and India, the "Standards" of the Educational Department will be immediately revised in order to bring them into conformity with the new University requirements. The revision is rendered necessary by the fact that the Matriculation Examination is the highest of the "Standards," and the other standards should gradually lead up to it.

The graduates of the University of London, at one of the largest meetings of Convocation which have been held for many years, have decided, by a majority of 110, to apply for a supplemental Charter giving authority to the Senate to confer degrees upon women. It is to be hoped that this long-standing controversy will now be definitely set at rest.

Messrs. Macmillan & Co. will shortly publish "First Principles of Agriculture," an elementary manual for the farmer and the student in agricultural classes, by Professor Tanner, Examiner in Agriculture under the Council of Education.

"Julius Cæsar" is to be the next play issued in Mr. Aldis Wright's series by the Clarendon Press.

The executive committee of the John Stuart Mill Memorial Fund have resolved that the surplus, of about 500*l*., shall be devoted to founding a scholarship of the value of 20*l*. a year in connection with University College, London, open to the competition of both men and women, in the subjects "philosophy of mind and logic."

The report of the conference of head-mistresses and others engaged or interested in the higher education of women, held at Cambridge, has been issued. The question whether Latin should be taught generally as the basis of instruction in higher schools for girls was discussed, and decided in the affirmative by an overwhelming majority. The desirability of three languages being taught was almost universally acknowledged; but opinion was very much divided as to whether French or Latin should be first taught. On the question of mathematics all agreed that geometry should be taught, and most of those present that algebra was also desirable. In regard to natural science there was a great divergence of opinion as to the best subject to be taken up.

Sir John Lubbock is to move on an early day in the House of Commons that it would be desirable to modify the Code of Education by adding elementary natural science to what are known as the "extra subjects" in the English School Standards.

Mr. Matthew Arnold, it is reported, has made a selection from Johnson's "Lives of the British Poets," designed to meet the needs of students of English literature who want a good history of the poetical literature from Waller to Gray. The volume will be published by Messrs. Macmillan & Co.

We have much pleasure in presenting our readers, along with this number, with the fourteenth annual issue of the Directory of the Department of Public Instruction, for the year 1876-77, corrected up to 1st November 1877.

A NEW MATRICULATION ORDER OF MERIT.

A correspondent has obligingly handed to us a list of schools which sent up candidates to the last Matriculation Examination arranged in a new order of merit. He adds up all the marks gained by the successful candidates from each school and divides by the number of candidates. The quotient, which is of course the average number of marks gained by the candidates, he holds is a measure of the merit of the school, and he arranges his list of schools accordingly. We fear that to make comparisons on calculations of this kind is "to consider too curiously." Averages and percentages are the rocks on which inexperienced statisticians oftenest come to grief. Comparisons based on the average number of marks gained by candidates can only be fair when the schools compared send up the same number of candidates, and even then other circumstances require to be taken into account. We give, however, the first four schools according to this new order:—

Dhulia High School,	candidates	5,	average marks	364¾.
Kolhapur High School	"	9	"	361.
Free Gen. As. Inst.	"	3	"	360.
Ratnagiri High School	"	9	"	357½.

SHORTSIGHTEDNESS IN ENGLAND AND GERMANY.

The investigations which have been set on foot in Germany with reference to the rapidly increasing prevalence of shortsightedness in that country are well worthy of attention and imitation here, although as yet the evil has made comparatively slow progress in England. It has been found that of the pupils who enter the great public teaching establishments in Germany 25 per cent. are shortsighted, while when they leave eight years later, after passing through the course of study, no less than 75 per cent. are shortsighted. This is an extraordinary proportion; but it will not surprise those who have travelled in Germany, and have noticed that it is the exception, rather than the rule, for a man of middle age among the educated classes to be able to read without using spectacles. The committee who have carried out their inquiries came to the conclusion that the rapid increase of shortsightedness is caused by the lateness of the hours of study. This may account for a certain proportion of the cases, but certainly not for the great bulk. In England, boys who are intended for the public service, or for the universities, study hard and late. The candidates, for example, for the Indian Civil Service, for Cooper's Hill, or for Woolwich, must, if they are to have a chance of success, work hard and late for years before going up for examination. And yet the proportion of lads rejected by the medical examination for shortsightedness is small indeed, and we do not think that the malady increases during the three years passed in severe study at Cooper's Hill and Woolwich. We should be inclined rather to assign the greater ratio of shortsightedness in Germany partly to the very bad quality of the paper used in German books, partly to the confused and indistinct characters of German letters, and partly to the very early age at which German boys begin to smoke. At any rate, the subject is well worth inquiry, and we should be glad if any statistics could be obtained of the ratio of shortsightedness among the junior and upper forms in the hardest working of our public schools, such as Cheltenham, Marlborough, and Shrewsbury.—*Evening Standard.*

NOTICES TO CORRESPONDENTS.

V. B. M., a candidate (Tanna), asks whether "being naturally visited by small-pox" may be regarded as equivalent to vaccination in the official regulations on the subject lately published. We do not know. Better ask the authority who issued the regulation.

GOVERNMENT CENTRAL BOOK DEPOT.

List of New Books received into the Government Central Book Depôt, Bombay, from 16th February to 15th March 1878.

A fresh supply of the following English Books and Maps has been received from England :—

	Rs.	a.	p.
Ogilvie's Student's English Dictionary: Etymological, Pronouncing, and Explanatory	3	12	0
Chambers' Exemplary Biography	1	0	0
Mackay's Elements of Modern Geography, 1877	1	8	0
Cowper's Poetical Works (Chandos Classics), paper-bound.	0	12	0
Graham's English Synonyms, new edition, 1877	3	0	0
Elphinstone's History of India, 6th edition, by E. B. Cowell	9	0	0
Taylor's (Meadows) Student's Manual of the History of India, 3rd edition, 1877	3	12	0
Jevons' Elementary Lessons in Logic, Deductive and Inductive, 1877	2	4	0
Sedgwick's Methods of Ethics, 2nd edition, 1877	7	0	0
Æsop's Fables, illustrated (Milner & Co.)	0	8	0
Fyffe's History of Greece, edited by Green, new edition, 1877 (History Primers)	0	8	0
Scott's Ivanhoe, paper-bound. (A. & C. Black)	0	4	0
Aristotle, by Sir A. Grant (Ancient Classics for English Readers)	1	4	0
Cicero, by L. Collins. (Do.)	1	4	0
Royal Reader, No. I., Illustrated (Nelson and Sons)	0	2	0
Do. No. II. do. (Do.)	0	4	8
Do. No. III. do. (Do.)	0	8	0
Do. No. IV. do. (Do.)	0	12	0
Do. No. V. do. (Do.)	1	0	0
Do. No. VI. do. (Do.)	1	4	0

MAPS.

	Rs.	a.	p.
Johnston's Schoolroom Map of the World, coloured, varnished, and mounted on cloth and rollers.	6	0	0
Do. do. England do.	6	0	0
Do. do. Italia Antiqua (Ancient Italy).	6	0	0
Do. do. Græcia Antiqua (Ancient Greece)	6	0	0

New Editions published.

MARATHI.

	Rs.	a.	p.
Godbolé's Vritta Darpan, or Mirror of Prosody, 7th edition.	0	1	9

GUJARATI.

Departmental Third Book, 9th stereotyped edition	0	5	0
Do. Fifth Book, 11th do. do.	0	9	0

New Books published.

GUJARATI.

Mahipatram's Kelavaniprakar; or Methods of Teaching and School Management	0	5	0

DEPARTMENTAL NOTICES.

Maximum Deputation Allowance for Uncovenanted Servants.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 380, dated 4th February 1878, is published for the information of Educational Officers.

By order of the Director of Public Instruction,
JOHN BOCARRO,
Head Assistant.

Poona, Office of the Director of Public Instruction,
20th February 1878.

Pay and Allowances. No. 380.

FINANCIAL DEPARTMENT.

Bombay Castle, 4th February 1878.

Resolution of the Government of India, Financial Department, No. 457, dated 24th January 1878—Forwarding an extract, paragraph 2, from their letter to the Government, North-Western Provinces and Oudh, No. 4019, dated 27th October 1877, ruling that, for the future, the deputation allowance of an Uncovenanted Officer deputed to a distance for a long period on special duty should not exceed Rs. 3 a day with travelling allowance.

RESOLUTION.—To be communicated to all Civil Departments of the Secretariat, and all Heads of Offices under those Departments, for information.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all CIVIL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Dismissal from Educational Department.

Ranchord Kuberdat, Master of the Dior Vernacular School, Prant Gohilwar, Kattywar, having attempted to obtain sick leave by means of a forged certificate, has been dismissed from the Educational Department—*vide* Director of Public Instruction's No. 4454 of the 15th instant.

E. GILES,
Acting Educational Inspector, N D.

Office of the Educational Inspector, N.D.,
Camp Prantia, 31*st January* 1878.

Poona Training College Provisional Code.

NOTIFICATION.

Revised Rules for the Poona Training College are printed below, for the information of Educational Officers.

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26*th February* 1878.

Provisional Code of Rules of the Poona Training College.

1. The Poona Training College is maintained for the instruction of Vernacular Masters and Assistant Masters in the profession of teaching.

2. Stipends or subsistence allowances will be granted to a certain number of students under training for Teacherships. There shall be three grades of stipends, which shall be tenable for one year, viz.:—

Stipends of Rs. 8 for 3rd year students.
Stipends of Rs. 7 and 6 for 2nd year students.
Stipends of Rs. 6 for 1st year students.
A certain number of Free Students will also be admitted.

3. The training shall be divided into three separate courses, with terminal and final examinations, as stated below.

4. No student shall be passed for a Mastership or Assistant Mastership until he has been at least two years in the College.

5. Students passed for Teacherships at the end of the 2nd and 3rd years respectively shall be ranged in a list in order of merit, and shall also be divided into a 1st and a 2nd class, and shall receive certificates of being entitled to the following rates of fixed pay:—

Two years' men.	1st class Rs. 25 2nd class Rs. 20.
First year men.	1st class Rs. 15. 2nd class Rs. 10.

6. The passed students shall have the choice, according to their order on the list, of such vacant Masterships or Assistant Masterships as are available ; but it is to be understood that this Department does not bind itself to employ them unless there be vacancies.

Entrance.

7. Students will be admitted yearly in November. There shall be no separate Entrance Examination as hitherto, but candidates who have already passed the 6th Standard Public Service Examination within the preceding eighteen months will be arranged for each subdivision in order of merit by marks, and the vacant stipends shall be allotted to those who may have obtained the highest marks, in order.

COURSE OF STUDY.

First Year.

8. The first year's course will comprise a thorough revision of the subjects of Standards I.—VI. for Vernacular Schools. The annual terminal examination, at the close of the year, will be held under Standard VI., with the addition of—

		Marks.
1. Sanskrit. Rupavali, Rules of Sandhi, and Primer complete		50
2. General Principles of School Management, and acquaintance with the principles laid down in the first 29 pages of Fowler.	Written...	50
	Oral	50
3. Elementary Natural Science as given in the 6th Book, and acquaintance with the subjects given in pages 1 to 68 of Keropant's Natural Philosophy		50
4. Gymnastics		25

Second Year.

9. The second year's course is designed to train Vernacular Masters to teach thoroughly the subjects of Standards I.—V. for Vernacular Schools. The annual terminal examination will embrace the subjects of Standard VI. with the addition of—

1. Euclid, Book II.	The marks of the 1st head of the 6th standard to be distributed as follows :—	
	Arithmetic	75
	Euclid	50
	Native Accounts	25
2. Sanskrit	250 slokas of Valmiki's Ramayana, and the first 12 lessons of the Second Book, third edition	50
3. School system—Departmental forms and returns—Method, art of teaching with effect—Acquaintance with the principles laid down in Fowler's Art of Teaching.	Written...	100
	Oral	100

		Marks.
4.	Elementary Physical Geography as given in the first 200 pages of Mahadeo Shastri's Bhugol Khagol	50
5.	Natural Science. Properties of Fluids and Gases. Pages 1 to 102 of Keropant's Natural Philosophy	50
6.	Gymnastics	25

Third Year.

10. The third year's course is designed to train Vernacular Masters to teach in a masterly manner the subject of Standards I.—VI. for Vernacular Schools. The terminal examination will include the following subjects:—

1.	Mathematics.	Arithmetic, complete		50
		Algebra, up to and including Quadratic Equations		50
		Euclid, Books I.—IV.		50
2.	Vernacular Poetry.	Vaman Pandit, as in Navanit, new edition, pages 60-89. Raghunath Pandit, as in Navanit, new edition, pp. 303-333. Moropant from Navanit, new edition, pages 133-162 or 207-235.	With scholarly knowledge of Marathi Grammar and Prosody and Essay-writing ...	100
3.	History—History of India, detailed. Government and Political System of India, and of countries in contact with it..			[illegible]
4.	General Knowledge of the Physical and Political Geography of the World. Map-drawing of any part of Asia from memory with latitude and longitude			75
5.	Natural Philosophy and Elementary Astronomy as given in pages 1 to 252 of Keropant's Natural Philosophy......			100
6.	Sanskrit. Three cantos of Raghu, and the first 20 lessons of the 2nd Book, third edition			50
7.	School-System.—Advanced Knowledge of Method or Art of Teaching with effect.			
	The whole of Fowler.	Written......		100
		Oral		100
8.	Gymnastics			25

Examinations.

11. The year is divided into two terms—the first commencing on the 13th of Kartik Sudh and ending on the 25th of April; the second commencing on the 10th of June and ending on the 11th of Ashwin Vadya. At the end of the first term of each year there will be a terminal College examination, held by the Principal and Masters, summing up and testing the progress made in the past term. Stipendiary students who fail at this examination will be

liable to lose their stipends at the discretion of the Educational Inspector.

12. Examinations for certificates will be held at the end of the second term in each year by the Educational Inspector of the Division, aided by the Principal and one or more Deputy Inspectors. There will be separate papers for second year and third year students.

13. Untrained Masters and Assistant Masters employed before 1st January 1871 may be admitted to examination for certificates by special permission of the Educational Inspector; but no Master or Assistant Master employed after 1st January 1871 can be admitted to any Training College examination without attending the College for at least two years.

14. Students who fail to pass the examination at the end of the preparatory year may be dismissed from the College at the discretion of the Educational Inspector.

Classification for Appointments.

15. The students of the second and third year will be ranged in separate lists in order of merit, according to the number of marks obtained. Those who obtain 60 per cent. of the whole number of marks will form the 1st class in each year. Those who obtain less than 60 but more than 33 per cent. will form the 2nd class. Classed students will be held to have passed the examination. Those who are not classed will be held to have failed, and will be remanded for further study or discharged, at the discretion of the Educational Inspector. No student will be placed in a class who gets less than 30 per cent. of the marks for any subject.

16. Classed students will be granted certificates of the 1st and 2nd class, signed by the Educational Inspector and the Principal, in form appended, and will then have the choice of vacant appointments in their order of merit according to Rule 6, third-year men having priority of choice.

17. Students who pass at the second yearly examination shall only be allowed to proceed to the third year's course when specially selected by the Educational Inspector, and second-year students shall not have any claim by right to be appointed Masters of superior Vernacular Schools.

18. All trained Masters and Assistant Masters employed in the Central Division will have their pay and allowances regulated in accordance with Section IX. of the Standard Rules for Vernacular Masters of the Central Division, but separate rules are sanctioned for the North-East Division.

Internal Discipline, Vacation, Leave of Absence, &c.

19. Rules on these subjects sanctioned from time to time by the Director of Public Instruction shall be considered Rules of the College.

CERTIFICATE.

We certify that having completed the year's course at the Poona Training College, was admitted to the final examination for a certificate in 18 , and, having obtained per cent. of the whole marks, and at least 30 per cent. for each subject, was placed in the class, and is thereby entitled to Rs. and allowances.

Dated

Principal, Training College,
Poona.

Educational Inspector, C. D.

Lists of Books in the Government Central Book Depôt.

A.

LIST OF BOOKS OFFERED AT REDUCED PRICES.

N.B.—Discount off the reduced prices will be allowed at 10 per cent. if purchase exceed Rs. 500 in value, and 5 per cent. if it exceed Rs. 100. Carriage and packing to be borne by the purchaser.

ENGLISH BOOKS.	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Coleridge's Ancient Mariner	0	1	0	0	0	6
Irish Series—Art of Reading	0	3	0	0	1	6
Do. Fourth Book of Lessons	0	6	0	0	3	0
Do. Supplement to do.	0	8	0	0	4	0
Do. Fifth Book	0	8	0	0	4	0
Johnson's Pocket Dictionary (Corral)	0	6	0	0	3	0
Outlines of Universal History	0	4	0	0	2	0
Morris's History of British India	1	0	0	0	8	0
Phillips's Initiatory Atlas, Coloured	0	4	0	0	2	0
Do. do. Plain	0	2	0	0	1	0
Johnston's Atlas of Outline Maps for the use of School Classes studying Historical Geography	6	8	0	1	8	0
Do. do. Plain	3	4	0	0	12	0
Do. Sixpenny Atlas of Political Geography, in 11 Maps	0	4	0	0	1	6
Chambers's Primer Atlas, in 8 Maps	1	4	0	0	8	0
Do. do. do. in 9 Maps	1	8	0	0	10	0
Do. Minor Atlas, in 15 Maps	2	8	0	1	4	0
Gleig's Atlas of Physical Geography	1	4	0	0	6	0
Do. Geography for Beginners	0	6	0	0	2	0
Duncan's Geography of India	0	10	0	0	4	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Burgess's Geography of India	0	4	0	0	2	0
Handbook to Johnston's Shilling Atlas of Physical Geography	0	8	0	0	2	0
Handbook to Johnston's Chart of the World.	0	2	0	0	1	0
Tate's Little Philosopher, in 4 Parts; each Part	0	6	0	0	3	0
Driver's Questions and Exercises in Arithmetic	1	12	0	0	8	0
Easton's Examples in Arithmetic and Mensuration	0	8	0	0	4	0
Newton's Principia, with an Appendix, by Evans (*one copy*)	2	0	0	0	12	0
Colenso's Elementary Arithmetic	0	14	0	0	6	0
Do. do. Algebra	0	12	0	0	6	0
Wiseman's (Rev. N.) Twelve Lectures on the Connection between Science and Revealed Religion (*one copy*)	13	8	0	3	0	0
Howard's Third Book, Part I., Old Edition	0	5	0	0	2	0
Do. do. Part II.	0	7	0	0	3	0
Do. Syntax, Old Edition	0	8	0	0	3	0
Do. Notes on the English Verb	0	8	0	0	3	0
Do. Notes on the Article	0	3	0	0	1	0
Gibbon's Chapter on the Roman Civil Law, edited by Howard	0	8	0	0	4	0
French Views on Zoroastrianism	1	0	0	0	8	0
Fowler's Discipline and Instruction	0	12	0	0	6	0
Beyts's Notes on Euclid, Book I.	0	4	0	0	2	0
Irving's Works, Vol. II. (Bohn), containing Sketch Book and Life of Goldsmith (*single copy*)	1	12	0	0	12	0
Juvenal and Persius, by Evans	2	8	0	1	0	0
Leone Levi's Metric System of Weights and Measures	0	8	0	0	3	0
Irish Series—Sequel No. 1 to Second Book	0	2	0	0	1	0
Do. do. No. 2 to do.	0	2	0	0	1	0
Tate's Principles of Geometry, Mensuration, and Trigonometry	1	4	0	0	10	0
Do. Geometry and Mensuration	1	12	0	0	12	0
Rawlinson's Conic Sections	0	8	0	0	2	0
Do. Statics, edited by Sturges	0	12	0	0	4	0
Arnold's Junior Grammar	1	12	0	0	12	0
Do. Spelling turned Etymology, Part II. (Latin viâ English)	2	4	0	1	4	0
Chambers's Chemistry	1	8	0	0	12	0
Do. Ancient History	1	0	0	0	8	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Chambers's Matter and Motion	0	4	0	0	2	0
Do. Hydrostatics	0	4	0	0	2	0
Do. Mechanics	0	4	0	0	2	0
Do. Acoustics	0	4	0	0	2	0
Do. Astronomy	0	4	0	0	2	0
Do. Optics	0	4	0	0	2	0
Do. Meteorology	0	4	0	0	2	0
Do. Electricity	0	4	0	0	2	0
Do. English Literature	0	12	0	0	6	0
Reid's Grammar	0	4	0	0	2	0
Lewis's Musical Gymnastics	0	8	0	0	4	0
Morell's Scheme of Parsing, unmounted	2	8	0	1	0	0
Do. do. mounted on rollers	4	0	0	1	8	0
Etheridge's Genealogical Tree of the Royal Families of England, in book form.	0	14	0	0	6	0
Do. do. mounted on cloth with blackwood rollers	4	0	0	1	8	0
Do. do. with dealwood rollers	2	6	0	1	0	0
Weir's Pictures of Animals, each Sheet	0	10	0	0	6	0
Do. do. of Birds, each do.	0	10	0	0	6	0
Do. do. of Trees, large Sheet, each	0	10	0	0	6	0
Do. do. of Trees, small Sheet, each	0	4	0	0	2	0
Cola's How to develop Productive Industry in India and the East (England)	10	0	0	4	0	0
LATIN BOOKS.						
Aldrich—Artis Logicæ Rudimenta, accessit Solutio Sophismatum	1	0	0	0	4	0
Arnold—Gradus ad Parnassum Novus Anticlepticus, founded on Quicherat's Thesaurus Poeticus Linguæ Latinæ	5	12	0	4	0	0
———Second Latin Book and Practical Grammar	2	4	0	1	8	0
Bibliotheca Scriptorum Græcorum et Romanorum Trubneriana, recognovit Reinholdus Klotz, viz. :—						
M. Tullii Ciceronis de Oratore Libri Tres.	0	10	0	0	5	0
M. Tullii Ciceronis Orationes in L Catilinam Quattuor, pro L. Murenâ, pro L. Flacco	0	5	0	0	3	0
M. Tullii Ciceronis Orationes pro P. Sullâ, pro A. Licinio Archiâ Poetâ	0	4	0	0	2	0
M. Tullii Ciceronis Epistolarum ad Atticum Libri I.—IV.	0	5	0	0	3	0
M. Tullii Ciceronis Epistolarum ad Atticum Libri V.—VIII.	0	5	0	0	3	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
M. Tullii Ciceronis Epistolarum ad Atticum Libri IX.—XII.	0	5	0	0	3	0
M. Tullii Ciceronis Epistolarum ad Atticum Libri XIII.—XVI.	0	5	0	0	3	0
M. Tullii Ciceronis de Finibus Bonorum et Malorum Libri Quinque	0	7	0	0	4	0
M. Tullii Ciceronis de Officiis Libri Tres.	0	5	0	0	3	0
M. Tullii Ciceronis Scripta quæ Manserunt Omnia, Pars III., Vol. II. :—Epistolarum ad Atticum Libros Sedecim, Epistolarum ad M. Brutum Libros Duos, Pseudo-Ciceronis Epistolam ad Octavium	1	0	0	0	8	0
T. Lucretii Cari de Rerum Naturâ Libri Sex (recognovit Jacobus Bernaysius).	0	11	0	0	6	0
D. Junii Juvenalis Satirarum Libri Quinque, accedit Sulpiciæ Satira (ex recognitione Caroli Friderici Hermanni)	0	5	0	0	3	0
A. Persii Flacci Satirarum Liber (ex recensione Caroli Friderici Hermanni)...	0	4	0	0	2	0
P. Terentii Comœdiæ (recensvit Alfredus Fleckeisen)	0	10	0	0	5	0
Cornelii Taciti Libri qui Supersunt (iterum recognovit Carolus Halm), Tomus Prior	0	10	0	0	5	0
——— Ditto ditto Tomus Posterior.	0	10	0	0	5	0
P. Virgilii Maronis Opera Omnia (ex recensione Joann. Christiani Jahn)	0	11	0	0	6	0
P. Virgilii Maronis Æneis in usum Scholarum (recognovit Otto Ribbeck)	0	8	0	0	4	0
Titi Livi ab Urbe Conditâ Libri (iterum recognovit Wilh. Weissenborn), Pars I., Lib I.—VI.	0	10	0	0	5	0
Albii Tibulli Libri Quattuor (recognovit Augustus Rossbach)	0	4	0	0	2	0
Bland—Elements of Latin Hexameters and Pentameters, new edition. Corrected and improved by Rowden	1	8	0	0	8	0
Cæsar—Commentariorum de Bello Gallico Libri II. (Department of Public Instruction, Bombay)	0	4	0	0	2	0
Chambers—Grammar of the Latin Language, by Schmitz	2	0	0	0	8	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Cicero (*M. Tullius*)—De Officiis, de Senectute, et de Amicitiâ, Libri Tres (Oxford Greek and Latin Classics)	1	0	0	0	12	0
———Oratio pro Lucio Murænâ, from the most recent Texts, carefully revised, with Notes by Wheeler	0	8	0	0	6	0
———Tusculanarum Disputationum Libri Quinque (Oxford Greek and Latin Classics)	1	0	0	0	12	0
———Orationes—Pro Lege Maniliâ seu De Pompeio Imperatore Deligendo ad Populum Oratio, et pro A. Licinio Archiâ Poetâ Oratio, with short English Notes (Oxford)	0	8	0	0	6	0
———The First and Second Philippic Orations, with short English Notes (Oxford)	0	8	0	0	6	0
Donne—Excerpta e Poetis Catullo, Tibullo, et Propertio, necnon ex Ovidio (Selections from Catullus, Tibullus, Propertius, and Ovid), with English Notes	1	0	0	0	8	0
Edwards—Eton Latin Grammar	1	4	0	0	12	0
Euripidis Bacchæ, from the Text of Bothe (Greek)	0	8	0	0	4	0
Horatii Eclogæ Poematibus (Chambers)	1	8	0	0	8	0
———Satiræ, Epistolæ, Ars Poetica; Horace, Part II., with Notes on the Satires, Epistles, and Ars Poetica, by Brownrigg Smith (Weale's Series)	0	12	0	0	6	0
———Carmina. The Odes, Epodes, and Carmen Sæculare, with English Notes on the Odes, by Henry Young (Weale's Series)	0	8	0	0	4	0
Jones—The Œdipus Rex of Sophocles from the Text of W. Dindorf, with Notes (Clarendon Press) (Greek)	0	12	0	0	6	0
Kennedy—Elementary Latin Grammar	1	12	0	1	0	0
Kirk—First Latin Book, with rules for beginners, carefully graduated	1	0	0	0	8	0
Livy—History of Rome; Books I., II., with English Notes by Henry Young (Weale's Series)	0	12	0	0	6	0
——— Ditto Books III., IV. do.	0	12	0	0	6	0
Ovidii Nasonis Fasti, from the Text of Krebs, with Notes, by George Wheeler	0	12	0	0	6	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Plauti Trinummus	0	8	0	0	4	0
——— Captivi	0	4	0	0	2	0
Sallustii (C. Crispi) Opera Omnia (Oxford Greek and Latin Classics)	1	0	0	0	12	0
Terentii Andria et Heautontimorumenos, edited with English Notes, critical and explanatory, by the Rev. J. Davis (Weale's Series)	0	12	0	0	6	0
———Afri Comœdiæ, curante C. H. Weise, Lipsiæ	0	12	0	0	6	0
Virgilii Bucolica et Georgica, edited, with English Notes, by William Rushton and Henry Young (Weale's Series)	0	12	0	0	6	0
Virgil—Æneid, edited, with Notes, by Henry Young (Weale's Series)	1	0	0	0	8	0
Young (*Henry*)—Latin Delectus (Weale's Series)	0	8	0	0	2	0
DICTIONARIES.						
White (*J. F.*)—Junior Scholar's Latin and English Dictionary (Longman and Co.)	3	12	0	3	0	0
SANSKRIT.						
Tadhita Kalap : a Treatise on Derivatives	0	2	0	0	1	0
Kalidasa's Raghuvansa, with Mallinatha's Commentary; detached Cantos, viz., 2, 3, 5, 6, 9, and 11; each	0	5	0	0	2	0
Do. Canto 4	0	3	0	0	1	0
Bharavi's Kiratarjuniya Kavya; detached Cantos, viz., 1, 2, 3, 4, and 5; each	0	5	0	0	2	0
Magha; detached Cantos, viz., Canto 2	0	6	0	0	3	0
Do. do. Canto 3	0	5	0	0	2	0
Kalidasa's Kumarasambhava, Canto 2	0	5	0	0	2	0
SANSKRIT VIA GUJARATI.						
Mayaram's Translation of Chiplunkar's Sanskrit Grammar	0	6	0	0	3	0
Ranchhodbhai's Hitopadesha Shabdartha; or a Glossary of Sanskrit Words occurring in the Hitopadesha	0	14	0	0	4	0
ANGLO-HINDUSTANI BOOKS.						
Fallon—English-Hindustani Law and Commercial Dictionary of Words and Phrases (Calcutta)	10	0	0	5	0	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Ghulam Mohammed—Colloquial Dialogues in Hindustani, with a short Grammar of Hindustani	2	0	0	1	0	0
Modhu Sudun Seal—Manual of English and Hindustani Terms and Phrases, &c., in the Roman character (Calcutta)	4	0	0	2	0	0
ENGLISH MAPS.						
Prescott—Map of the Ahmedabad Collectorate (Biglot), English and Gujarati, mounted on cloth, without rollers	6	10	0	2	0	0
Smith and Sons—Map of Europe, mounted on rollers and varnished ...	3	0	0	2	0	0
——— ——— Ditto Asia ditto......	3	0	0	2	0	0
——— ——— Ditto, British Isles, ditto......	3	0	0	2	0	0

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th February 1877.

Local Fund employés entitled to free medical attendance.

NOTIFICATION.

The subjoined Government Resolution, No. 544, dated 16th February 1878, General Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
4th March 1878.

Medical Attendance.

No. 544.

GENERAL DEPARTMENT.

Bombay Castle, 16th February 1878.

Memorandum from the Surgeon-General, Indian Medical Department, No. 506, dated 9th February 1878—Sub-

Letter No. 52, dated 15th January 1878, from the Assistant Surgeon in medical charge of

Dispensary at Wadhwan to the Deputy Surgeon-General, Northern Division.

Memorandum from the Accountant General to the Surgeon-General, Indian Medical Department, No. L. F. 15546, dated 31st January 1878.

mitting, for information, correspondence as per margin, in regard to Local Fund employés being allowed the same privilege of free medical attendance as Government servants; observing that questions similar to the above are not unfrequently brought to notice, and it seems highly desirable that Government may be pleased to lay down some rule on that subject; and adding that considering, as stated by the Accountant General, that Local Fund employés come under the same rule as Government servants as regards leave, pay, and allowances, he is of opinion that they are entitled to the privilege of medical attendance free of charge.

RESOLUTION.—Government agree with the Surgeon-General, Indian Medical Department, whose opinion should be acted upon.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To the SURGEON-GENERAL, INDIAN MEDICAL DEPARTMENT; the ACCOUNTANT GENERAL, &c. &c. &c.

Ventilation of Gymnasia.

Extract from Mr. Jacob's Report on the Dhulia High School.

"The new gymnasium seems popular in the High School, though only six boys from other Government schools attend it. The gymnasium teacher, I found, was in the habit of shutting up all the doors and windows of the shed as soon as it was well filled with boys. The consequence was that in a few minutes the air became utterly stifling and fœtid. The Head Master has instructed the teacher never in future to close the windows on both sides at once. But I would further suggest (1) that it should be made a rule that no practising is to take place in the gymnasium shed of a school except in wet weather, or when the sun is very hot. (The apparatus being mostly outside the shed, this will for every reason be the better plan). (2) That every gymnasium should be built in future with an ample space all round for ventilation between the wall-plating and the roof, and that, when practicable, the shed be without a wall at the north end. (3) That large ventilators be made in the gymnasium sheds at Nagar and Dhulia as soon as possible. There is absolutely no ventilation at present in either except through the doors and windows."

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
5th March 1878.

Invalid Gratuities.

NOTIFICATION.

The subjoined Government Resolution, No. 601, dated 19th February 1878, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
5th March 1878.

Gratuities.

No. 601.

FINANCIAL DEPARTMENT.

Bombay Castle, 19th February 1878.

Letter from the Officiating Under Secretary to the Government of India, Financial Department, No. 876, dated 11th February 1878:—

"In reply to your letter No. 169, dated 16th January 1878, I am directed to state that an applicant for invalid gratuity permitted, under the operation of Rule 1 of Section 55 of the Civil Pension Code, to do light work till his gratuity is sanctioned, is held to have actually retired from the date of application. His temporary retention does not count for pension or gratuity. If, therefore, such an officer dies while in employ, the gratuity which would have been admissible to him if he had lived should be paid to his heirs. The last sentence of Rule 2 under Section 92 does not apply to the case.

"2. I am, however, to point out that in cases of this kind particular attention should be paid to Rule 5 under Section 95 of the Code."

RESOLUTION.—Copy should be sent to the Accountant General, with reference to his letter No. P.-14492, dated 10th ultimo.

2. Copies may also be forwarded, for information and guidance, to all Heads of Offices under the Civil Departments of the Secretariat.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; and all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT.

Reports required for Grants in excess of Budget.

No. 5333 OF 1877-78.

CIRCULAR.

Poona, Office of the Director of Public Instruction,
27th February 1878.

MEMORANDUM.

It is requested that a special report may be made, about August each year, with regard to extraordinary or special grants for books, apparatus, and furniture required in excess of the ordinary Budget allotments.

2. Masters of High Schools can submit proposals through the Inspector. The wants of Anglo-Vernacular Schools (Provincial) can be noticed by the Inspector himself.

3. Government will be asked to satisfy these demands as far as possible, and preference will be given to divisions showing an increase of fee-receipts in the previous year.

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

To the EDUCATIONAL INSPECTOR, C.D., Poona.

Poona, Office of the Educational Inspector, C.D.,
7th March 1878.

MEMO.

Published for the information of the Educational Officers in the Central Division.

T. WADDINGTON, Lieut.-Col.
Educational Inspector, C.D.

Secretary of State's Despatch on the Educational Report for 1876-77.

No. 351.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 14th March 1878.

Despatch from Her Majesty's Secretary of State for India, No. 1, dated 31st January 1878—Reviewing the Report by the Director of Public Instruction on the operations of the Educational Department in this Presidency for 1876-77, forwarded with this Department despatch No. 8 of 28th November 1877.

RESOLUTION.—Copy of this despatch should be forwarded to the Director of Public Instruction and the Registrar of the University, who may be requested to invite the attention of the Senate to the remarks in paragraphs 5 and 6.

2. Copy to be placed on the Editors' Table.

(Signed) C. GONNE,
Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION; the UNIVERSITY REGISTRAR; the EDITORS' TABLE. (With copy of the above.)

India Office, London, 31st January 1878.

Educational.—No. 1.

To HIS EXCELLENCY the HON'BLE the GOVERNOR in COUNCIL, BOMBAY.

SIR,—The Despatch of your Excellency in Council, dated 28th November, No. 8 of 1877, forwarding copy of the Report submitted by the Director of Public Instruction on the operations of the Educational Department in the Bombay Presidency for the year 1876-77, has been considered by me in Council.

2. The general results of the year under report have not been favourable. The progress which has constantly formed a subject of congratulation has received a severe check. I am willing, however, to believe that this result is to be ascribed to the famine, but I concur with your Excellency in Council in considering that it should receive the earnest attention of all connected with the administration, and especially of the Educational Department.

3. The sum contributed from Local Funds to educational expenditure was Rs. 11,54,873, exhibiting, in comparison with the return of the preceding year, a net decrease of Rs. 64,157. This result was caused by a falling off in the cess of Rs. 1,10,735, and in the popular subscriptions of Rs. 3,851—incidents which may without hesitation be ascribed to the famine. In all other items increase was exhibited, and I am especially glad to observe that the "Funds of Native States" showed an increase of Rs. 20,445. It is satisfactory that the decrease in Municipal assignments which has for some years been recorded has in the year under review been changed into a slight increase of Rs. 252.

4. The retrograde character of the operations of the year is shown in a net decrease of schools and scholars, the one of 14 and the other of 1,271. In the Government Schools there has been a decrease of 72, which has been partially met by an increase of 52 private schools which are not aided, but only inspected. The decrease of 72 Government Schools is caused chiefly by a falling off in Primary and Night Schools to the extent of 59. In First Grade Schools

there has been an increase of two. I am glad also to observe that the Elphinstone High School is in a prosperous condition, the number of scholars having increased from 606 to 673, and the fee receipts from Rs. 21,730 to Rs. 25,000.

5. It is a subject of regret that the number of candidates for Matriculation in the University should have fallen off from 1,269 to 1,154, and still more that the number passing the examination should have been reduced from 454 to 203. This result is ascribed to the greater severity of the examination. With this, taken *per se*, I shall not find fault, considering as I do, and as I stated in the 6th para. of my despatch of the 19th of July last, that the gradual elevation of the standard is an object which should be kept in view. But I trust that the examiners look only to the degree of merit displayed, and not to adventitious circumstances. I am induced to make this remark on account of the statement in the 34th para. of the Director's Report, page 53, that the Inspector of the Southern Division, Mr. Russell, has admitted that "in examining the High School of Belgaum (the Sirdars' School) his object was to pluck if possible, and in examining the Mission School to pass if possible." The Director has very properly ordered that the same standard should be applied to both schools.

6. In the First Examination in Arts only 29 passed, as against [illegible] in the previous year, a result of which no explanation is given by e Director. I am glad, however, on the other hand, to observe at the number of candidates who passed the B.A. Examination ncreased from 18 to 40.

7. Among the collegiate institutions the Elphinstone College, the Deccan College, and the Grant Medical College have maintained the high character which they have long borne; but the most marked success of the year is that of the Poona Civil Engineering College, the students of which have especially distinguished themselves in the University Examinations. It is a subject of congratulation that no less than 70 passed students of this college have, during the year, been supplied to the Public Works and Engineering Departments.

8. In Female Education some progress is exhibited; although the Government Schools have decreased by three, the number of scholars has increased by 58. There has also been an addition of one to the aided schools, and of five to the inspected schools, with an increase of 425 pupils in the former, and of 28 pupils in the latter class.

9. It is very satisfactory that education has made some progress among Mahomedans. In the Government and other schools connected with the Educational Department the number of Mahomedan pupils has increased from 26,297 to 27,263.

10. The year under review has not presented favourable results, but I am glad to record that there is nothing to show that these

results are in any degree to be ascribed to an absence of zeal and efficiency in the officers of the Educational Department.

I have, &c.,
(Signed) SALISBURY.
(True copy)
S. MACDONALD,
Superintendent.
K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th March 1878.

Supply of "Bombay Government Gazette."

NOTIFICATION.

The subjoined Government Resolution, No. 884, dated 16th March 1878, is published for the information of the Educational Officers concerned.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st March 1878.

Bombay Government Gazette.

No. 884.

GENERAL DEPARTMENT.

Bombay Castle, 16th March 1878.

Transfer from the Educational Department of the Secretariat, No. 330, dated 11th March 1878, of the following paper :—

Memorandum from the Director of Public Instruction, No. 5437, dated 4th March 1878—Stating, in reply to this Department memorandum No. 289, dated 30th January 1878, that it will be sufficient if pages of Part II. of *Government Gazette* containing University Notifications be supplied to Principals and Head Masters of Colleges and Schools, and to Deputy and Assistant Deputy Inspectors, the other pages not being required; and requesting that the officers named in the margin be added to the list of officers to whom Part I. and pages of Part II. as above are sent.

1. Assistant Deputy Inspector, Sorath Pránt.
2. ,, ,, Gohelwár Pránt.
3. ,, ,, Jhalawár Pránt.
4. ,, ,, Hallar Pránt.

Resolution.—Government concurs with the Director of Public Instruction, and orders m[illegible] accordingly.

2. The officers named [illegible] may be supplied with the portions of the *Gazette* as [illegible]

[illegible] Ravenscroft,
Chief Secretary to Government.

To the Educational Department of the Secretariat (with the transfer); the Director of Public Instruction; the Superintendent, Government Central Press.

APPOINTMENTS AND CHANGES.

Monthly List of Appointments and Changes in the Educational Department from 16th February to 15th March 1878.

20th February 1878.—Mr. D. V. Vyas, B.A., is appointed substantive *pro tem.* Fourth Assistant Master, Ahmedabad High School, until the return of Mr. Pandit, or until further orders.

20th February 1878.—Mr. H. H. Vyas is appointed substantive *pro tem.* Fifth Assistant Master, Ahmedabad High School, during the time Mr. D. V. Vyas is Fourth Assistant, or until the return of Mr. Ranchordas, or until further orders.

21st February 1878.—Mr. R. V. Gadré, F.E.A., is confirmed as Fourth Assistant Master in the Ahmednagar High School.

22nd February 1878.—Mr. K. J. Desai, B.A., Acting Head Master, Shikarpur High School, is appointed Second Assistant Master, Ahmedabad High School.

22nd February 1878.—Mr. Merwanji Nasarwanji Wadia, substantive *pro tem.* Third Assistant Master (Gujarati side), Elphinstone High School, is appointed substantive *pro tem.* First Assistant Master, Surat High School.

22nd February 1878.—Mr. Fazalbhai M. Khimjiani, B.A., substantive *pro tem.* Fifth Assistant Master, Surat High School, is appointed substantive *pro tem.* Head Master, Shikarpur High School.

22nd February 1878.—Mr. B. F. Patel, B.A., Third Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Second Assistant Master in the same school.

23rd February 1878.—Fifteen days' leave of absence, without pay, is granted to Mr. Balnarayan Gowrinarayan, Head Master, Branch School No. 2, Ahmedabad.

2nd March 1878.—Mr. Rattanram J. Vakil, 4th Assistant Master, Elphinstone High School, is appointed Acting Third Assistant in the same school, in place of Mr. Patel.

8th March 1878.—Mr. Manikji Kharsetji Nariman is appointed substantive *pro tem.* Fifth Assistant Master, Surat High School, from the date of Mr. Khimjiani's departure, or until the return of Mr. Enti, or until the [illegible] Mr. Rustomji D. Sethna, B.A.

11th *March* 18[illegible] [illegible] Kanga, B.A., is appointed Acting Fourth A[illegible] [illegible]ajarati side) in the Elphinstone High Schoo[illegible] [illegible] as Third Assistant Master in the same school.

11th *March* 1878.—Mr. Gunput V. Limayé, B.A., First Assistant Master, Belgaum High School, is appointed Acting First Assistant in the Poona High School, during the absence of Mr. Sathé.

12th *March* 1878.—Two months' leave of absence granted to Mr. Raghavendrao, First Assistant Master, Karwar English School, is cancelled.

12th *March* 1878.—Mr. Mahadeo Govind Waglé, F.E.A., Head Master, Dongri Anglo-Vernacular School, is appointed, on probation, Third Assistant Master, Tanna English School.

12th *March* 1878.—Mr. Damodhar Bhugwandas Guzar, Sixth Assistant Master, Satara High School, is appointed Head Master, Dongri Anglo-Vernacular School, Bombay.

12th *March* 1878.—Mr. P. N. Jog, B.A., is appointed Second Assistant Master, Satara High School, on probation.

12th *March* 1878.—Mr. Rustomji Dhunjibhai Sethna is appointed substantive *pro tem.* Fifth Assistant Master, Surat High School, *vice* Mr. Khimjiani, transferred to Shikarpur.

13th *March* 1878.—Mr. Kashinath Bapu Pathak, B.A., is appointed Acting First Assistant Master, Belgaum Sirdars' High School, during the absence of Mr. Limayé, or until further orders.

14th *March* 1878.—An additional week's leave, without pay, is granted to Mr. Bhaté, Second Assistant Master, Karwar English School.

14th *March* 1878.—One year's leave, without pay, is granted to Mr. Jiwanji G. Desai, Fourth Assistant Master, English School, Balsar.

14th *March* 1878.—Mr. Paul Guneshrao is appointed Third Assistant Master, Karwar English School.

14th *March* 1878—Mr. Ramchandra Hanmant Bevar is appointed First Assistant (Kanarese side), Belgaum Sirdars' High School.

15th *March* 1878.—Mr. Ganesh Gopal Pandit is confirmed as Fourth Assistant Master in the Ahmedabad High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th March 1878.

SUPPLEMENT

TO THE

Bombay Educational Record,

APRIL 1878,

BEING

THE DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT FOR 1876-77.

FOURTEENTH ISSUE.

DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT

FOR 1877-78.

Bombay:
PRINTED AT THE GOVERNMENT CENTRAL PRESS.

1878.

B.—GENERAL DIRECTORY.

B.—GENERAL

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
					Class I., Rs. 150 *to*	
1	Rao Saheb Narayan Vishnu Bapat.	47	Brahmin	Narangri (Ratnágiri).	Elphinstone College.	Marathi
2	Rao Saheb Gopalji Surbhai Desai.	45	Brahmin	Surat	Surat High School.	Gujarati
3	Dalpatram Pranjivan Khakhar.	41	Kshatri	Div	Elphinstone College.	Gujarati
4	Uttamram Narbheram Meheta.	39	Brahmin	Surat	Elphinstone College.	Gujarati
5	Keshava Bapuji Bal	35	Brahmin	Ladghar	Elphinstone College.	Marathi
6	Mahadeva Vishnu Kane	33	Brahmin	Satara	Elphinstone College.	Marathi
7	Jamsetji Nowrozji Unwalla	30	Parsi	Bombay	Elphinstone College.	Gujarati
8	Rao Saheb Sitaram Vishvanath Patwardhan	37	Brahmin	Rájápur	Elphinstone College.	Marathi
9	Rao Saheb Alumal Trikamdas Bhojwani.	31	Hindu	Kurrachee	Elphinstone College.	Sindhi
10	Mrs. M. B. Mitchell	57	Christian	Scotland	Edinburgh	English
11	John Bocarro	57	Christian	Bombay	Elphinstone Institution.	Portuguese
12	Parvatishankar Mahishankar Dave.	48	Brahmin	Surat	Surat High School.	Gujarati
13	Rao Saheb Ganesh Dhondeo Paranjpe.	45	Brahmin	Ratnágiri	Ratnágiri School	Marathi
14	Balaji Bapuji Sane	37	Brahmin	Palgod	Elphinstone College.	Marathi
15	Rao Saheb Hargovindass Dawarkadass.	34	Vania	Omret	Ahmedabad High School.	Gujarati
16	Tapidass Dyaram Meheta	29	Vania	Surat	Elphinstone College.	Gujarati
17	Chanbassappa Baslingappa Dharwarkar.	43	Lingayet	Dharwar	Poona and Civil Engineering Colleges.	Canarese

DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT

FOR 1877-78.

No. 2162 of 1864-65.

MEMORANDUM.

1. The Directory of the Department of Public Instruction, as it stood on the 1st November 1864, has been officially drawn up with the following objects in view:—

   (*a*)—To show at a glance the personal resources of the Department, and to facilitate a comparison of the claims of different persons for any appointment that may be vacant.

   (*b*)—To lead the way to future organization and order, by pointing out anomalies where they exist in pay or position.

2. It is expected that this Directory will be useful both to the Government and to the Educational Authorities, and that it will be an encouragement to Students to aim at University distinctions, when they see that these are officially recorded and made to constitute a claim to promotion. It is, however, by no means intended to introduce any sudden revolution, or to set aside the claims of those who ably served in the Department perhaps before the University of Bombay came into full operation. Besides length of service, which will always be duly recorded, there are personal qualifications, often more valuable than University distinctions, but which can find no record in a Directory. It is hoped, then, that while the Directory will tend to correct many mistakes, the personal knowledge of Educational Inspectors, and other authorities, may also serve to correct the Directory.

A. GRANT,
Acting Director of Public Instruction.

Bombay, 6th December 1864.

No. 4171 OF 1877-78.

Office of the Director of Public Instruction,
Poona, 22nd December 1877.

MEMORANDUM.

Reprinted to accompany the Directory of 1877-78.

K. M. CHATFIELD,
Director of Public Instruction.

115641

DIRECTORY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, 1st November 1877.

A.—Superior Appointments.

No.	Names.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10
					Yrs. m. d.		Rs. a. p	Rs. a. p.	
1	K. M. Chatfield	M.A.	Oxford ..	None ..	11 8 3	Director of Public Instruction	2,100 0 0	2,100 0 0	
	The Graded List.								
	1st Grade (3) Rs. 1,250 to Rs. 1,500.								
2	T. Waddington, Lieut.-Colonel, Staff Corps.	None.	None ..	Hindustani and Marathi.	14 8 1	Educational Inspector, Central Division, Poona ..	1,500 0 0		
						Travelling Allowance ..	100 0 0		
						Tentage	11 1 9	1,611 1 9	
3	W. Wordsworth ..	B.A.	Oxford ..	None ..	18 0 26	Principal and Professor of Logic and Moral Philosophy, Elphinstone College.	1,400 0 0	1,400 0 0	
	2nd Grade (3) Rs. 1,000 to Rs. 1,250.								
4	G. Bühler	Ph.D.	Gottingen ..	None ..	14 8 10.	Educational Inspector, Northern Division, Surat ..	1,250 0 0		On 2 years' furlough to Europe from 30th May 1877.
						Travelling Allowance ..	100 0 0		
						Tentage	11 1 9	1,361 1 9	
5	T. Cooke	M.A., M.I., LL.D.	Dublin ..	Hindustani (Col.)	12 3 20	Principal, Civil Engineering College, Poona	1,250 0 0	1,350 0 0	

6	R. G. Oxenham.. ..	M.A.	Oxford ..	None ..	14 1 2	Principal and Professor of English Literature, Deccan College	1,150 0 0	1,150 0 0	
	3rd Grade (5) Rs. 750 to Rs. 1,000.								
7	W. A. Russell	M.A.	Oxford ..	Marathi ..	16 11 12	Educational Inspector, Southern Division .. .. Travelling Allowance .. Tentage Allowance	1,100 0 0 100 0 0 11 1 9	1,211 1 9	Includes Rs. 100 per mensem as personal allowance.
8	Rao Bahadur Keru Laxuman Chatre.	None.	None ..	None ..	25 6 0	Professor of Mathematics, Deccan College.	1,000 0 0	1,000 0 0	
9	F. Kielhorn	Ph.D.	Leipsic ..	None ..	11 8 2	Professor of Oriental Languages, Deccan College ..	1,000 0 0	1,000 0 0	
10	W. Draper	M.A.	Aberdeen, London.	Marathi ..	29 10 9	Educational Inspector, North-East Division .. Travelling Allowance .. Tentage Allowance	1,000 0 0 100 0 0 11 1 9	1,111 1 9	On furlough to Europe for 31 months from 8th May 1875.
11	S. Cooke	M.A., L.C.E.	Dublin ..	None ..	8 10 5	Professor of Chemistry and Geology, Poona Civil Engineering College.. ..	850 0 0	850 0 0	On furlough to Europe for 15 months from 3rd March 1877
	4th Grade (6) Rs. 500 to Rs. 750.								
12	J. F. Hathornthwaite..	M.A.	Cambridge.	Hindustani.	5 0 28	Professor of Mathematics, Elphinstone College .. Acting 3rd Grade	700 0 0 50 0 0	750 0 0	
13	P. Peterson	M.A., B.A.	Edinburgh, Oxford.	None ..	4 9 30	Professor of Oriental Languages, Elphinstone College .. .. Acting 3rd Grade	700 0 0 50 0 0	750 0 0	
14	E. Giles	B.A.	Oxford ..	Hindustani.	4 5 16	Professor of History and Political Economy, Elphinstone College.. . Acting Educational Inspector, Northern Division, 2nd Grade .. .. .. Travelling Allowance .. Tentage	700 0 0 225 0 0 100 0 0 11 1 9	1,036 1 9	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	4th Grade—continued.				Yrs. m. d.		Rs. a. p.	Rs. a. p.	
15	T. B. Kirkham	None.	University College, London.	Marathi and Gujarati.	15 4 10	Professor of English Literature, Elphinstone College.	750 0 0	750 0 0	
16	J. Scorgie	None.	Aberdeen.	None ..	2 8 25	Professor of Mechanism and Applied Sciences, Poona Civil Engineering College.	600 0 0	600 0 0	Mr. Scorgieserved under the Government of India from the 12th of November 1866.
17	F. G. Selby	B.A.	Oxford ..	None ..	0 8 22	Professor of Logic and Moral Philosophy, Deccan College	500 0 0	500 0 0	
	Law School.								
18	E. F. Leith, Barrister-at-law.	LL.M.	None ..	None ..	7 4 0	Government Professor of Law	300 0 0	300 0 0	On leave to Europe from 26th May 1877.
19	H. C. Kirkpatrick, Barrister-at-Law.	M.A.	Dublin ..	None ..	0 5 0	Acting Government Professor of Law	300 0 0	300 0 0	
20	W. Webb, Barrister-at-Law.	None.	None ..	None ..	4 1 18	Government Professor of Law	300 0 0	300 0 0	
21	James Jardine	M.A.	Cambridge.	None ..	1 10 0	Perry Professor of Jurisprudence	269 0 0	269 0 0	
	Grant Medical College.								
22	H. Cook	M.D.	St. Andrew's.	Hindustani Staff.	6 4 29	Principal and Professor of Medicine, Grant Medical College .. .. Professor of Hygiene, Grant Medical College	1,000 0 0 200 0 0	1,800 0 0	

23	L. B. Lyons	None.	None ..	None ..	11	7	20	Professor of Chemistry .. Do. of Medical Jurisprudence	1,150 0 0 200 0 0	1,350 0 0	
24	W. Dymock	B.A.	Oxford ..	Persian and Hindustani.	11	3	7	Professor of Materia Medica.	1,150 0 0	1,150 0 0	
25	A. N. Hojel	L.K. and Q.C.P.	Dublin ..	Hindustani Staff.	3	9	8	Professor of Physiology ..	1,150 0 0	1,150 0 0	
26	G. A. Maconachie ..	M.D.	Aberdeen ..	Hindustani L.S.	5	9	12	Professor of Ophthalmic Medicine and Surgery .. Professor of Comparative Anatomy	925 0 0 200 0 0	1,125 0 0	
27	H. J. Blanc	M.D.	Paris ..	P.H. ...	1	5	25	Acting Professor of Surgery and Clinical Surgery ..	1,025 0 0	1,025 0 0	
28	W. F. Knapp	None.	None ..	Do. ..	7	6	16	Professor of Anatomy and Curator of Museum ..	925 0 0	925 0 0	
29	A. H. Hughes	M.D.	Boston ..	Do. ..	2	11	22	Professor of Midwifery ..	925 0 0	925 0 0	
30	J. Arnott	M.D.	Glasgow ..	Hindustani L.S.	7	11	6	Professor of Pathology ..	875 0 0	875 0 0	
31	J. T. D. Mackenzie ..	M.B.	Trinity College, Canada.	Hindustani (Col.)	14	0	0	Professor of Surgery and Clinical Surgery ..	525 0 0	525 0 0	On medical certificate to Europe.
32	W. Gray	M.B.	Dublin ..	None ..	10	11	9	Professor of Botany ..	200 0 0	200 0 0	
	Sir Jamsetjee Jijibhoy School of Art and Industry.										
33	G. W. Terry	None.	None ..	None ..	20	3	27	Superintendent .. .. Curator, Victoria and Albert Museum	700 0 0 200 0 0	900 0 0	
34	J. Griffiths	None.	None ..	None ..	11	11	0	Decorative Artist and Architectural Sculptor	800 0 0	800 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Yrs. m. d.		Rs. a. p.	Rs. a. p.	
	Miscellaneous.								
35	C. Macnaghten	M.A.	Cambridge.	Hindustani and Persian.	6 9 20	Principal, Rájkumár College, Kattywar	1,100 0 0	1,100 0 0	From Rájkumár College Fund.
36	H. P. Jacob	None.	Oxford ..	Marathi ..	10 11 11	Principal, Elphinstone High School .. .. .. Acting Educational Inspector, North-East Division, 4th Grade .. .. .. Travelling Allowance .. Tentage Allowance	700 0 0 50 0 0 100 0 0 11 1 9	861 1 9	
37	A. Barrett	B.A.	Lampeter ..	Marathi and Gujarati.	12 2 25	Acting Principal, Elphinstone High School .. .. House Rent	540 0 0 100 0 0	640 0 0	
38	Rao Saheb Bhogilal Pranvalabdas.	None.	None ..	None ..	6 7 19	Director of Vernacular Instruction	580 0 0	580 0 0	Baroda Currency from Baroda State.
39	Rao Bahadur Daji Nilkant Nagarkar.	None.	None ..	None ..	26 2 5	Professor of Mathematics, Poona Civil Engineering College .. .. Acting for Professor S. Cooke, 4th Grade	500 0 0 50 0 0	550 0 0	
40	Mahadeo Moreshwar Kunte.	B.A.	Bombay ..	Sindhi ..	13 2 26	Head Master, High School, Poona	500 0 0	500 0 0	
41	Ramkrishna Gopal Bhandarkar.	M.A.	Bombay ..	Sanskrit ..	13 1 6	Assistant Professor, Sanskrit, Elphinstone College ..	500 0 0	500 0 0	

42	K. T. Best	M.A.	Oxford	None	12 1 29	Head Master, High School, Ahmedabad	500 0 0	500 0 0	On 2 years' medical certificate to Europe from 10th January 1876.
43	G. W. Forest	B.A.	Cambridge.	None	4 10 13	Head Master, High School, Surat House Rent	400 0 0 50 0 0	450 0 0	On 6 months' leave without pay from 20th May 1877.
44	J. Oliver	None.	None	Hindustani, Marathi, and Sindhi.	4 2 6	Vice-Principal, Elphinstone High School House Rent	330 0 0 100 0 0	430 0 0	
45	Mirza Hairat	None.	None	None.	5 6 10	Professor of Persian, Elphinstone College	425 0 0	425 0 0	
46	Moreshwar Atmaram Tarkhadkar.	None.	None	None	6 10 8	Vice-Principal, Rájkumár College, Kattywar	400 0 0	400 0 0	From Rájkumár College Fund.
47	W. LeeWarner	M.A.	Cambridge.	Marathi, Hindustani, and Sindhi.	0 2 25	Educational Inspector, Sind Travelling Allowance Tentage Allowance	250 0 0 100 0 0 11 1 9	361 1 9	Draws pay from other departments.
48	Krishna Shastri Chiplunkar.	None.	None	None	26 2 0	Reporter on the Native Press and Registrar of Native Publications	350 0 0	350 0 0	
49	Waman Abaji Modak	B.A.	Bombay	Sindhi	13 8 0	Head Master, High School, Ratnágiri	350 0 0	350 0 0	
50	Balwant Bhikaji Wakharkar.	B.A.	Bombay	None	13 5 0	Head Master, Rajaram High School, Kolhápur	350 0 0	350 0 0	Paid from Kolhápur State.
51	E. H. Hoogwerf	None.	None	Canarese, Tamil, and Malayalam.	13 2 0	Head Master, High School, Belgaum	350 0 0	350 0 0	
52	Vithal Narayen Pathak.	M.A.	Bombay	None	11 9 5	Head Master, High School, Dharwar	350 0 0	350 0 0	
53	Rao Saheb Mahipatram Rupram Lilkant.	None.	None	None	22 5 0	Principal, Training College, Ahmedabad Gujarati Translator, E. D.	240 0 0 100 0 0	340 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Yrs. m. d.		Rs. a. p.	Rs. a. p.	
	Miscellaneous—contd.								
54	Govind Vithal Khatkare.	B.A.	Cambridge.	None ..	4 7 12	Acting Professor of History and Political Economy, Elphinstone College ..	312 8 0	312 8 0	Acting for Professor Giles.
55	J. A. Dalal	M.A., LL.B.	Bombay ..	None ..	6 4 22	Acting Head Master, High School, Ahmedabad ..	300 0 0	300 0 0	
56	Dorabji Edalji Gimi ..	B.A.	Bombay ..	None ..	4 7 21	Acting Head Master, High School, Surat	230 0 0	230 0 0	
57	Rao Saheb Shrikrishna Shastri Talekar.	None.	None ..	None ..	25 5 0	Marathi Translator, Educational Department ..	200 0 0	200 0 0	Three years of this service were spent in the Sirdars' School at Belgaum; paid from the Jaghirdars' Fund.
58	Dastur Hoshangji Jamaspji.	None.	None ..	None ..	2 8 0	Assistant Professor of Oriental Languages, Deccan College	200 0 0	200 0 0	

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
Rs. 300, inclusive.		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	None ..	25 3 14	Curator, Government Central Book Depôt.	300 0 0	
English, Marathi, and a little of Sanskrit.	None ..	24 0 9	Deputy Educational Inspector, Kattywar Subdivision.	300 0 0	Paid from Kattywar Educational Fund; receives in addition Rs. 50 as batta.
English, Marathi, Hindustani, and Portuguese.	None ..	18 9 0	Deputy Educational Inspector, Cutch.	300 0 0	From the Cutch State.
English, Urdu, and a little of Sanskrit.	Matriculated 1860.	16 3 22	Head Master, High School, Kattywar, Rájkot.	300 0 0	From Kattywar Educational Fund.
English, Sindhi, Hindustani, and a little of Latin, Sanskrit and Persian.	B.A., 1865..	12 3 15	Head Master, High School, Hyderabad.	300 0 0	
English, Sanskrit, and Gujarati.	B.A., 1866..	11 2 3	Head Master, Dhulia High School.	300 0 0	
Latin, French, and Persian..	M.A., 1868..	10 9 12	Head Master, Bhaunagar High School.	300 0 0	From Kattywar Educational Fund.
English and Latin.	B.A., 1867..	10 9 15	Principal, Poona Training College and Dakshina Examiner.	300 0 0	
English, Hindustani, and Persian.	B.A., 1867..	9 8 0	Deputy Educational Inspector, Kurrachee.	300 0 0	
Marathi, a little Hindustani, Gujarati, French, and Italian.	None ..	7 0 9	Lady Superintendent, Female Normal School, Poona.	300 0 0	
English ..	None ..	32 8 0	Head Assistant, Director of Public Instruction.	290 0 0	Rs. 40 from Dakshina Fund.
English ..	None ..	26 9 0	Head Master, High School, Broach.	250 0 0	
English and Canarese.	None ..	22 0 0	Nayadysh of Mudhol in charge of Schools in the Mudhol State.	250 0 0	Paid from Mudhol State.
English ..	B.A., 1869; L.C.E., 1872.	11 6 19	Acting Assistant Professor, Civil Engineering College.	250 0 0	
English and little of Sanskrit and Hindustani.	Matriculated 1866.	11 9 11	Educational Inspector, Baroda State.	235 0 0	
English, Sanskrit and little of Marathi.	M.A., 1870..	7 7 13	Head Master, Baroda High School.	227 4 4	From Baroda State.
English and Marathi.	None ..	20 10 0	Deputy Educational Inspector, Dharwar.	210 0 0	Rs. 10 from the Miraj State.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
18	Rao Saheb Mohanlal Ranchodas Javheri.	49	Vania	Broach	Elphinstone College.	Gujarati ..
19	Prannarayan Mayashankar Dixit.	49	Brahmin ..	Surat	Surat High School.	Gujarati ..
20	Rao Saheb Bal Pareshram Pandit.	43	Brahmin ..	Satara	Poona and Civil Engineering Colleges.	Marathi ..
21	Gopal Balwant Nene.. ..	40	Brahmin ..	Poona	Deccan College..	Marathi ..
22	Gopal Babaji Hirpatack ..	39	Brahmin ..	Poona	Poona Mission School.	Marathi ..
23	Robert Royal	40	Christian ..	Stow, Bardulph, Norfolk.	Magdalen College.	English
24	Sorabji Pestonji Kika ..	33	Parsi ..	Bombay.. ..	Elphinstone High School.	Gujarati ..
25	Shivaram Bapuji Paranjpe ..	35	Brahmin ..	Kurar	Deccan College..	Marathi ..
26	Damodhar Bhikaji Jatar ..	34	Brahmin ..	Wai	Deccan College..	Marathi ..
27	R. V. A. Dhairyawan ..	33	Parbhu ..	Bombay.. ..	Civil Engineering College.	Marathi ..
28	Achut Mahadeo Ajamkar ..	30	Goud Brahmin	Kalsa	Deccan College..	Marathi ..
29	Sadik Ali Fradun Mirza ..	29	Mahomedan Mogal.	Hyderabad ..	Elphinstone College.	Persian and Sindhi.
30	Miss L. R. Collett	30	Christian ..	Bombay.. ..	Edinburgh ..	English ..
31	Rao Saheb Abaji Vishnu Kathavate.	30	Brahmin ..	Wai	Deccan College..	Marathi ..
32	Malji Dorabji Talati ..	28	Parsi	Surat	Elphinstone College.	Gujarati ..
33	Saccaram Arjoon Rawat ..	37	Kshatri ..	Bombay ..	Elphinstone Institution and Grant Medical College.	Marathi ..
34	Rao Saheb Motiram Rajaram.	43	Vania	Surat	Elphinstone College.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Marathi, and a little of Hindustani and Sanskrit.	None ..	27 5 0	Deputy Educational Inspector, Surat Sub-division	200 0 0	
English and Marathi.	None ..	26 7 23	Head Master, 1st Grade Anglo-Vernacular School, Bhaunagar, and Superintendent of Schools, Bhaunagar State.	200 0 0	From Kattywar Educational Fund.
English and Sanskrit.	None ..	18 3 20	Deputy Educational Inspector, Kolhápur State.	200 0 0	Rs. 175 from the Kolhápur and Rs. 25 from the Miraj State.
English and Sanskrit.	Matriculated 1863.	17 10 0	Deputy Educational Inspector, Satara Sub-division.	200 0 0	Rs. 25 from Jath State.
English, Hindustani (colloquial).	Matriculated 1864.	12 1 12	Head Master, High School, Ahmednagar.	200 0 0	
Hindustani and Marathi.	None ..	11 11 4	Superintendent, Mechanical Branch of the Poona Civil Engineering College.	200 0 0	
English, Marathi, and Hindustani.	None ..	10 11 17	Head Master, English School, Aden.	200 0 0	
English and Sanskrit.	B.A., 1866..	10 6 5	Head Master, Násik High School.	200 0 0	
English and a little of Latin and Sanskrit.	B.A., 1869..	7 10 24	Head Master, Satara High School.	200 0 0	
English	None ..	6 7 14	Drawing Master, Poona Civil Engineering College.	200 0 0	
English and Sanskrit.	B.A., 1870..	6 3 0	Tutor to His Highness Maharaja of Kolhápur.	200 0 0	Paid from Kolhápur State.
English, Arabic, Hindustani, and a little of Latin.	B.A., 1873..	4 8 0	Anglo-Sindhi Translator, Educational Department, Kurrachee.	200 0 0	
French and German.	None ..	2 5 0	Lady Superintendent, Female Training School, Ahmedabad.	200 0 0	
English and Sanskrit.	B.A., 1868..	7 8 11	Deputy Educational Inspector, Poona Sub-division; also in charge of the Office of the Deputy Educational Inspector, Sholápur S. D.	185 0 0	Rs. 10 paid from Miraj State.
English and Latin.	B.A., 1869..	6 3 19	Acting Head Master (N. J. High School), Kurrachee.	180 0 0	
Gujarati and Hindustani (colloquial).	L.M., 1863..	14 4 15	Teacher of Medicine and Midwifery to the Marathi Vernacular Class; Grant Medical College	175 0 0	Also draws allowance from other departments.
English and a little of Urdu.	None ..	17 8 20	Deputy Educational Inspector, Ahmedabad Sub-division.	175 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
35	Bhicaji Amrut Chobe	41	Brahmin	Indápur	Poona and Grant Medical Colleges.	Marathi
36	Gopal Siwaram Vaidya	36	Brahmin	Ratnagiri	Elphinstone Institution and Grant Medical College.	Marathi
37	Rao Saheb Sabajirao Chintaman Chitnis.	28	Goud Brahmin.	Sáwant Wári	Elphinstone College.	Marathi
38	Khandubhai J. Desai	21	Brahmin	Bárdoli	Elphinstone College.	Gujarati
39	Navalram Laxiram Pandya	41	Brahmin	Surat	Surat High School.	Gujarati
40	Dayabhai Motiram Jaghirdar.	29	Vania	Surat	Elphinstone College.	Gujarati
41	Rao Saheb Javachram Satvachram Hora.	47	Brahmin	Surat	Surat High School.	Gujarati
42	Manikshaw Beiramji Lawyer.	48	Parsi	Surat	Elphinstone College.	Gujarati
43	Rao Saheb Waman Krishna Agarkar.	39	Brahmin	Limri	Deccan College.	Marathi
44	Rao Saheb Pribdass, Anandrani Rámchandrani.	45	Amil	Hyderabad	Hyderabad Mission School.	Sindhi
45	Rao Saheb Narayan Krishna Gokhle.	43	Brahmin	Rájapur	Deccan College.	Marathi
46	Rao Saheb Gopalji Gulabbhai Desai.	39	Brahmin	Surat	Surat High School.	Gujarati
47	Krishnaji Bhikaji Gokhle	39	Brahmin	Miraj	Deccan College.	Marathi
48	Ramakant Krishna Bhende.	36	Goud Brahmin.	Poona	Poona College	Marathi
49	Shantaram Vithal Shanzgiri.	38	Goud Brahmin.	Bombay	Elphinstone Institution and Grant Medical College.	Marathi
50	Lakshuman Vishnu Paranjpe.	37	Brahmin	Poona	Poona Normal School.	Marathi
51	Bhujangrao Krishna Huilgole.	47	Brahmin	Huilgole (Dharwar).	Elphinstone and Deccan Colleges.	Canarese
52	Rao Saheb Ramchandra Annaji Savanur.	31	Brahmin	Belgaum	Belgaum High School.	Canarese
53	Narayen Vinayek Sathe	33	Brahmin	Poona	Deccan College.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
Gujarati, Canarese, and Hindustani (colloquial).	G.G.M.C. ..	13 10 21	Teacher of Anatomy, and Physiology to the Marathi Vernacular Class, Grant Medical College.	175 0 0	Also draws allowance from other departments.
Gujarati, and Hindustani (colloquial).	L.M., 1864..	13 7 0	Teacher of Surgery and Medical Jurisprudence to the Marathi Vernacular Class, Grant Medical College.	175 0 0	Also draws allowance from other departments.
English, Sanskrit, and (colloquial) Hindustani.	B.A., 1869..	5 8 25	Deputy Educational Inspector Tanna Sub-division.	175 0 0	
Sanskrit and English.	B.A., 1875..	1 4 25	Head Master, High School, Shikárpur.	175 0 0	
English, Marathi, and a little of Sanskrit.	None ..	23 2 0	Principal, Training College, Rájkot.	165 0 0	From the Kattywar Educational Fund.
English and Latin.	B.A., 1869..	6 9 28	Acting Head Master, High School, Nariad.	160 0 0	
English, and a little of Marathi.	None ..	26 9 0	Deputy Educational Inspector, Mahi Kánta and Pálanpur Sub-division.	150 0 0	From Mahi Kánta and Pálanpur Funds.
English	None ..	25 4 0	Head Master, Fort Branch School, Bombay.	150 0 0	
English	None ..	18 9 10	Deputy Educational Inspector, Ahmednagar Sub-division.	150 0 0	
English, Persian, and Hindustani.	None ..	18 3 0	Deputy Educational Inspector, Hyderabad Sub-division.	150 0 0	
English	Matriculated 1864.	17 2 11	Deputy Educational Inspector, Ratnágiri Sub-division.	150 0 0	
English and a little of Urdu.	None. ..	14 6 26	Deputy Educational Inspector, Kaira Sub-division.	150 0 0	
English, Sanskrit, and Hindustani.	Matriculated 1863.	14 10 0	Tutor to the Chief of Kágal..	150 0 0	From the Kágal State.
English, Sanskrit, Hindustani, and Sindhi.	Matriculated 1860.	13 0 14	Acting First Assistant Master, Kurrachee High School.	150 0 0	
Gujarati and Hindustani (colloquial).	L.M., 1862 ..	12 6 12	Teacher of Chemistry and Materia Medica to the Vernacular Class, Grant Medical College.	150 0 0	Also draws allowance from other departments.
English, Hindustani, Sindhi, Gujarati, and Sanskrit.	Matriculated 1866.	11 11 0	Acting First Assistant, High School, Hyderabad.	150 0 0	
English and Marathi.	None. ..	11 7 9	Principal, Training College, Dharwar.	150 0 0	
English, Marathi, and a little of Hindustani.	Matriculated 1866.	10 8 20	Deputy Educational Inspector, Kaládgi.	150 0 0	
English, Sanskrit, and Gujarati.	B.A., 1866	9 11 18	First Assistant Master, Poona High School.	150 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
54	Syed Abdul Fatte Moulvi ..	57	Mahomedan..	Násik	Surat and Bombay.	Hindustani.
55	Naro Govind Datar	40	Brahmin ..	Harnai	Poona Civil Engineering College.	Marathi ..
56	Balaji Prabhakar Modak ..	30	Brahmin ..	TrimbakMalwan	Deccan College.	Marathi ..
57	Ghelabhai Maniklal Laivala.	32	Vania.. ..	Surat	Elphinstone College.	Gujarati ..
58	Navnidlal G. Javheri ..	29	Vania.. ..	Broach	Elphinstone College.	Gujarati ..
59	Anna Moreshwar Kunte ..	32	Brahmin ..	Moholi	Elphinstone College and Grant Medical College	Marathi ..
60	Byramji Framji Patel ..	27	Parsi	Bombay.. ..	Elphinstone College.	Gujarati ..
61	Dhirajram Vishwanath Vyas	24	Brahmin ..	Surat	Elphinstone College.	Gujarati ..
62	Edalji Nasserwanji	40	Parsi	Bombay.. ..	Elphinstone College and Grant Medical College	Gujarati ..
63	Rastamji Jamshedji	33	Parsi	Bombay.. ..	Elphinstone Institution and Grant Medical College.	Gujarati ..
64	Ibrahim Mahomed Sayani..	24	Kojha.. ..	Bombay.. ..	Elphinstone College.	Gujarati ..
65	T. Costa..	43	Christian ..	Mangalore ..	Basle College ..	Canarese ..
					Class II., Rs. 100	
66	Balkrishna Sakharam Mone.	47	Brahmin ..	Poona	Deccan and Civil Engineering Colleges.	Marathi ..
67	Rao Saheb Pandurang Venkatesh Chintaman Petkar.	27	Brahmin ..	Poona	Deccan College..	Canarese ..
68	Vinayek Krishna Gore ..	39	Brahmin ..	Poona	Deccan College..	Marathi ..
69	Hari Bhagvant Koshkar ..	40	Brahmin ..	Satara	Elphinstone College.	Marathi ..
70	Palanji Adarji Mistry ..	35	Parsi	Bombay.. ..	Elphinstone College.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Arabic, Persian, Marathi, and Gujarati.	None ..	9 7 8	Persian Teacher in Elphinstone High School.	150 0 0	
English, Canarese, and Gujarati.	F.C.E., 1865	8 2 11	Head Master, Engineering School, Hyderabad.	150 0 0	
English, Sanskrit and Canarese (colloquial).	F.E.A., 1868	8 3 14	Tutor to the Chief of Miraj.	150 0 0	Paid from Miraj State.
English, Sanskrit, and a little of Marathi.	B.A., 1869..	7 0 27	1st Assistant Master, Kattywar High School, Rájkot.	150 0 0	From Kattywar Educational Fund, now on sick leave for 9 months.
English and little of Marathi.	F.E.A., 1868	6 9 8	1st Assistant Master, Rájkumár College, Rájkot.	150 0 0	Paid from Rájkumár College Fund.
Sanskrit, Gujarati, and Hindustani (colloquial).	B. A., 1875. M.D.	6 9 0	Demonstrator of Anatomy, Grant Medical College.	150 0 0	Also draws allowance from other departments.
English and Latin.	B.A., 1869	5 6 0	Head Master, High School, Junágarh.	150 0 0	Paid from Kattywar Educational Fund.
English, Sanskrit and a little of Marathi.	B.A., 1876..	2 9 5	Substantive *pro-tem.* Head Master, Bahadur Khanji High School, Junágarh.	150 0 0	From Kattywar Educational Fund, now on sick leave.
Hindustani (colloquial).	G.G.M.C. ..	2 0 0	Teacher of Surgery and Midwifery to Gujarati Vernacular Class, Grant Medical College.	150 0 0	
Hindustani (colloquial).	L.M., 1865..	2 0 0	Teacher of Medicine and Materia Medica to the Gujarati Vernacular Class, Grant Medical College.	150 0 0	
English and Latin.	B.A., 1871..	1 7 27	Substantive *pro-tem.* 1st Assistant Master, High School, Ahmedabad.	150 0 0	
English and German.	None ..	1 3 0	Head Master, English School, Karwar.	150 0 0	

and below Rs. 150.

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
English, Sanskrit and Canarese.	None ..	13 3 0	Deputy Educational Inspector, Sángli.	140 0 0	Paid from the Sángli State.
English, Sanskrit, Marathi, and a little of Urdu and Gujarati.	B.A., 1874..	5 9 11	Acting Canarese Translator, Educational Department.	140 0 0	
English	Matriculated 1862.	17 11 19	Head Master, Jagannath Shankarshet 1st Grade Anglo-Vernacular School.	130 0 0	
English, Sanskrit and Hindustani.	B.A., 1869..	13 6 7	1st Assistant Master (Marathi Side), Elphinstone High School.	130 0 0	
English	F.E.A., 1864	11 7 10	Acting 1st Assistant Master (Gujarati Side), Elphinstone High School.	130 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
71	Gulam Ali Ibrahim Akhund	32	Mahomedan ..	Kurrachee ..	Elphinstone College.	Sindhi ..
72	Jamsetji Cursetji Dubash ..	32	Parsi	Surat	Elphinstone College.	Gujarati ..
73	Tekchand W. Wasumani ..	23	Amil	Hyderabad ..	Elphinstone College.	Sindhi
74	Ramchandra Ganesh Naik ..	50	Gond Brahmin.	Bassein	Elphinstone Institution.	Marathi
75	Khan Saheb Haji Mahomed Salah Makhdum.	49	Mahomedan..	Mathári	Kurrachee Normal School.	Sindhi
76	Govind Keshava Sabdey ..	37	Brahmin ..	Poona	Elphinstone College.	Marathi
77	Rao Saheb Bhasker Balkrishna Limaye.	37	Brahmin ..	Pen (Kolába) ..	Elphinstone College.	Marathi ..
78	Rao Saheb Ganpatram Gowrishankar Shastri ..	31	Brahmin ..	Surat	Surat High School.	Gujarati
79	Dwarkanath Narayan Randive.	34	Parbhu ..	Ratnágiri ..	Deccan College.	Marathi
80	Jhamatmal Naromal ..	30	Hindi Lohana.	Hyderabad ..	Elphinstone and Deccan Colleges.	Sindhi
81	Motilal Ranchoddas Saharala.	31	Vania	Nariád	Nariad and Surat High Schools.	Gujarati ..
82	Ganpat Vankatesh Limaye ..	28	Brahmin ..	Belgaum ..	Deccan College.	Marathi ..
83	Jatashankar Kirpashankar Vaidya.	40	Brahmin ..	Mándvi (Cutch).	Elphinstone College.	Gujarati ..
84	Mahamed Abdullah	33	Mahomedan..	Calcutta.. ..	Calcutta Madrissah.	Hindustani.
85	Narayan Balal Limaye	47	Brahmin ..	Málgund (Ratnagiri).	Elphinstone College.	Marathi ..
86	Vishnu Daji Gadre	38	Brahmin ..	Junnar	Training College, Poona.	Marathi
87	Trimbak Narayen Kirtane ..	35	Brahmin ..	Rájuri (Poona Zillah).	Elphinstone College.	Marathi ..
88	Janardhan Balaji Modak ..	31	Brahmin ..	Panchanadi ..	Deccan College ..	Marathi ..
89	Gopal Moreshwar Sathe ..	36	Brahmin ..	Shedani (Poona).	Elphinstone College.	Marathi ..
90	Keshav Waman Kirtane	27	Brahmin ..	Poona	Deccan College.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Yrs.	m.	d.		Rs.	a.	p.	
English, Hindustani, Latin, and Persian.	Matriculated 1865.	9	8	0	Head Master, Normal School, Hyderabad.	150	0	0	
English and Latin.	B.A., 1867 ..	9	3	1	Head Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	130	0	0	
English, Persian, and Hindustani.	B.A., 1874.	2	5	11	Acting 2nd Assistant Master, High School, Hyderabad.	130	0	0	
English, Hindustani, Gujorati, and Sindhi.	None ..	29	1	0	Head Master, English School, Sholápur.	125	0	0	
Arabic, Persian, and Urdu.	None ..	22	3	0	Deputy Educational Inspector, Shikárpur Sub-division.	125	0	0	
English and Sanskrit.	Matriculated 1863.	13	11	20	Head Master, Tanna English School.	125	0	0	
English, Canarese, Urdu and a little of Sanskrit.	Matriculated 1861.	13	11	15	Deputy Educational Inspector, Násik Sub-division.	125	0	0	
English, Hindustani, and a little of Sanskrit and Persian.	None ..	12	10	14	Deputy Educational Inspector, Broach Sub-division.	125	0	0	
English	Matriculated 1863.	12	0	9	Tutor to the Chief of Báura.	125	0	0	Paid from Báura State.
English, Hindustani, a little of Persian and Sanskrit.	Matriculated 1860.	8	0	16	1st Assistant Master, Shikárpur High School.	125	0	0	
English	Matriculated 1864.	7	5	0	Head Master, 1st Grade Anglo-Vernacular School, Nawánagar.	125	0	0	From Kattywar Educational Fund.
English, Sanskrit, and Canarese.	B.A., 1872.	5	4	5	1st Assistant Master (Marathi Side), Belgaum High School.	125	0	0	
English, Marathi, and a little of Sanskrit.	None ..	4	1	7	Head Master, Alfred High School.	125	0	0	From Cutch State.
English, Persian, and Arabic.	Matriculated at Calcutta University.	4	0	0	Munshi of Rájkumár College.	125	0	0	From Rájkumár College Fund.
English and Gujarati.	None ..	24	5	0	Vice-Principal, Poona Training College.	120	0	0	
English, Gujarati, and Sanskrit.	None ..	17	3	15	Head Clerk, Curator Government Central Book Depôt, Bombay.	120	0	0	
English and Canarese.	Matriculated 1861.	14	11	0	Head Master, English School, Kaládgi.	120	0	0	
English, Sanskrit, and colloquial Canarese.	B.A., 1871 ..	6	1	9	Substantive *pro-tem.* 1st Assistant Master, Ratnágiri High School.	120	0	0	
English and Sanskrit.	B.A., 1875 ..	7	10	15	1st Assistant Master, High School, Dhulia.	120	0	0	
English and Sanskrit.	B.A., 1871 ..	5	7	14	Sanskrit Teacher, Elphinstone High School.	120	0	0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
91	Merwanji Nusserwanji Wadia	25	Parsi	Poona	Elphinstone College.	Gujarati ..
92	Rao Saheb Naro Bhaskar Deodhar.	43	Brahmin ..	Poona	Poona Training College.	Marathi ..
93	Govind Balwant Patwardhan	35	Brahmin ..	Poona	Deccan College.	Marathi ..
94	Chaturbhuj Lalchand Oja ..	29	Brahmin ..	Tatta	Elphinstone College.	Sindhi ..
95	Rattanram Jayanand Vakil.	39	Brahmin ..	Surat	Elphinstone College.	Gujarati ..
96	Lalbhai Rupram Tarwadi ..	51	Brahmin ..	Umreth (Kaira)	Surat and Ahmedabad High Schools.	Gujarati ..
97	Narharam Narbheram Munshi.	45	Brahmin ..	Surat	Surat High School.	Gujarati ..
98	Krishnaji Pandurang Godbole.	47	Brahmin ..	Wai (Satara) ..	Poona Normal School.	Marathi ..
99	Krishnaji Lakshuman Datar.	43	Brahmin ..	Tásgaon ..	Poona Training College.	Marathi ..
100	Parashram Balkrishna Godbole.	42	Brahmin ..	Páwas (Ratnágiri).	Deccan College.	Marathi ..
101	Rawji Sadashiva Godbole ..	44	Brahmin ..	Wai ..	Deccan College.	Marathi ..
102	Manidharprasad Tapiprasad Desai.	34	Brahmin ..	Surat	Surat High School.	Gujarati ..
103	Atmaram Vishnu Pendharkar.	39	Brahmin ..	Govane (Ratnágiri).	Elphinstone College.	Marathi ..
104	Dowlatram Maniram Baobech.	34	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarati ..
105	Kanialal Ghiradharlal Dharu.	33	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarati ..
106	Pestonji Kawasji Sanjana ..	53	Parsi	Bombay ..	Elphinstone College.	Gujarati
107	Narayan Krishna Golay ..	35	Brahmin ..	Poona	Poona College..	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Latin, Marathi (colloquial).	B.A., 1874 ..	0 11 6	Substantive *pro tem.* 3rd and Acting 2nd Assistant (Gujarati Side), Elphinstone High School.	120 0 0	
English and a little of Sanskrit.	None ..	22 9 23	Deputy Educational Inspector, Sholápur.	110 0 0	Rs. 10 paid from Akalkot State.
English and Sanskrit.	Matriculated 1862.	13 6 28	Head Master, 1st Grade Anglo-Vernacular School, Kalyán.	110 0 0	
English and a little of Sanskrit and Persian.	Matriculated 1866.	9 3 19	Acting Second Assistant Master, N. J. High School, Kurrachee.	110 0 0	
English, colloquial Marathi, and Hindustani.	Matriculated 1864.	15 8 10	Acting 3rd Assistant Master (Gujarati Side), Elphinstone High School.	105 0 0	
English, Marathi, and Sanskrit.	None ..	29 8 10	Assistant Deputy Educational Inspector, Rewa Kánta and Panch Maháls Sub-divisions.	104 2 8	Rs. 54-2-8 from Rewa Kánta and Rs. 26 from Baria Funds.
English ..	None ..	23 11 5	Head Master, No. II. Branch School, Surat.	100 0 0	
English, Sanskrit, and Sindhi.	None ..	22 0 13	Head Master, 1st Grade Anglo-Vernacular School, Phanaswady, Bombay.	100 0 0	On sick leave for 8 months from 6th March 1877.
English and Sanskrit.	None ..	21 4 21	Head Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	100 0 0	
English, Canarese and Sanskrit.	None ..	21 4 19	Head Master, 1st Grade Anglo-Vernacular School, Belgaum.	100 0 0	
English and Sanskrit.	None ..	20 4 11	Secretary and Reviser, Dakshina Prize Committee.	100 0 0	Paid from Dakshina Fund.
English	Matriculated 1868.	18 4 7	Head Master, Branch School No. I., Surat.	100 0 0	
English	None ..	15 6 5	Acting Head Master of the Sáwant Wári 1st Grade Anglo-Vernacular School.	100 0 0	Paid from Sáwant Wári State. Out of this period served about 3 years in British territories.
English	Matriculated 1865.	14 6 0	Sub-Deputy Educational Inspector, Sorath Prant, Kattywar.	100 0 0	From Kattywar Educational Fund.
English and a little of Sanskrit.	None ..	13 8 6	Sub-Deputy Educational Inspector, Gohilwár Prant, Kattywar.	100 0 0	From Kattywar Educational Fund.
English ..	Matriculated 1863.	13 2 15	Acting 4th Assistant Master (Gujarati Side), Elphinstone High School.	100 0 0	
English ..	None ..	12 9 23	1st Clerk and Accountant, Director of Public Instruction's Office.	100 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
108	Manilal Govindram Desai	31	Brahmin	Bhaunagar	Elphinstone College.	Gujarati
109	Bhaskhar Dhondeo Gokhle	34	Brahmin	Talekhajum (Ratnágiri).	Belgaum High School.	Marathi
110	Balwantrao Hari Laghate	35	Brahmin	Poona	Poona High School.	Marathi
111	Shripat Vaijanath Bhalkande	36	Brahmin	Shirbatti (Sangli State).	Belgaum High School.	Marathi
112	Chetanram Awatrai Malkani	37	Hindu (Amil).	Hyderabad	Hyderabad High School.	Sindhi
113	Waman Prabhakar Sarinjame.	35	Brahmin	Poona	Deccan College	Marathi
114	Shrinivas Ramchandra Savadi.	31	Brahmin.	Belgaum	Belgaum High School.	Canarese
115	K. M. Raghavendrarao	34	Saraswat Brahmin.	Mangalore	Mangalore School.	Konkani
116	Revashankar T. Dave	32	Brahmin	Surat	Elphinstone College.	Gujarati
117	Bomanji Sorabji Sethna	32	Parsi	Bombay	Elphinstone High School and College.	Gujarati
118	Krishnaji Narayan Patankar.	38	Brahmin	Karad	Deccan College	Marathi
119	Rao Saheb Ramchandra Vinayak Bhanap.	20	Brahmin	Poona	Poona High School & Free General Assembly's College Bombay.	Marathi
120	Vasumal Jairamdas Mansukhani.	30	Hindu Amil	Hyderabad	Hyderabad High School.	Sindhi
121	Dwarkanath Raghoba Tarkhadkar.	32	Vyas	Kurrachee	Deccan College	Marathi
122	Narhar Parshotam Tilak	31	Brahmin	Poona	Deccan College	Marathi
123	Gajanand Vithoba Verde	57	Gond Brahmin.	Bombay	Elphinstone College.	Marathi
124	Sangappa Mallappa Ankle	27	Jain	Belgaum	Belgaum High School.	Canarese
125	Nowroji Rastamji Mama	27	Parsi	Bombay	Elphinstone High School.	Gujarati
126	Mathuradas Amratlal Vasuvada.	20	Brahmin	Junágarh	Elphinstone College.	Gujarati

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Yrs.	m.	d.		Rs.	a.	p.	
English	Matriculated 1863.	12	6	19	1st Assistant Master, Bhaunagar High School.	100	0	0	Paid from Kattyawar Educational Fund.
English and Canarese.	Matriculated 1867.	12	5	0	Head Master, English School, Dharwar.	100	0	0	
English ..	None ..	12	4	13	Clerk, Elphinstone College and Government Law School.	100	0	0	
English and Canarese.	Matriculated 1864.	12	3	18	Head Master, English School, Coompta.	100	0	0	
English, Persian, and Hindustani.	None ..	12	3	0	Head Master, Anglo-Vernacular School, Sukkur.	100	0	0	
English and Sanskrit.	Matriculated 1867.	11	6	0	Head Master, Anglo-Vernacular School, Shahápur.	100	0	0	From Sangli State.
English and Marathi.	Matriculated 1866.	10	8	0	Vice-Principal, Training College, Dharwar.	100	0	0	
English and Canarese.	Matriculated at Madras 1862.	10	1	4	1st Assistant, English School, Kárwar.	100	0	0	
English and a little of Latin.	F. E. A., 1865.	10	4	14	Head Master, Branch School, No. 1, Ahmedabad.	100	0	0	
English	Matriculated 1861.	10	4	5	Head Master, 1st Grade Anglo-Vernacular School, Camp Poona.	100	0	0	
English	Matriculated 1863.	10	3	8	Assistant Master, Rájárám High School, Kolhápur.	100	0	0	Paid from the Kolhápur State.
English, Canarese, Latin, & a little of Sanskrit.	Matriculated 1865.	9	9	0	Deputy Educational Inspector, Kanara.	100	0	0	
English, Persian and Hindustani.	Matriculated 1867.	9	7	29	Tutor to the Mirs of Mirpur Khás.	100	0	0	Paid from Mir's Fund.
English, Latin, and Sanskrit.	F. E. A., 1865.	9	4	21	2nd Assistant Master (Marathi Side), Elphinstone High School.	100	0	0	
English and Sanskrit.	F. E. A., 1867.	9	1	12	1st Assistant Master, Násik High School.	100	0	0	
English	None ..	8	7	12	English Accountant, Curator Government Central Book Depôt.	100	0	0	
English and Marathi.	Matriculated 1869.	7	9	0	Head Master, English School, Hubli.	100	0	0	
English, Marathi and Hindustani (colloquial).	None ..	7	8	2	1st Assistant Master, Aden English School.	100	0	0	
English and Sanskrit.	Matriculated 1868.	6	9	0	Probationer, 1st Assistant Master, High School, Junágarh.	100	0	0	Paid from Kattyawar Educational Fund.

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
127	Hiralal Narotamdas Dalal	30	Vania	Surat	Surat High School.	Gujarati
128	Chabilaram Dowlatram Dixit.	27	Brahmin	Surat	Elphinstone College.	Gujarati
129	Laxuman Shivram Kolatkar.	26	Brahmin	Poona	Deccan College	Marathi
130	Dalpatram Vitaldas Dalal	27	Vania	Surat	Elphinstone College.	Gujarati
131	Valabhram Vajeram Mehta	28	Brahmin	Surat	Surat High School and Elphinstone College.	Gujarati
132	Gopal Anant Bhat	27	Brahmin	Poona	Deccan College	Marathi
133	Narayan Balkrishna Godbole	27	Brahmin	Chauk	Elphinstone College.	Marathi
134	Atmaram Joitaram Patel	27	Kunbi	Surat	Elphinstone College.	Gujarati
135	Asharam Dalichand Shaha	35	Vania	Ahmedabad	Rajkot English School.	Gujarati
136	Vishnu Krishna Chiplunkar.	27	Brahmin	Poona	Deccan College	Marathi
137	Sakharam Ramchandra Kirloshkar.	25	Brahmin	Kolhápur	Deccan College	Marathi
138	Kashinath Narayen Sane	26	Brahmin	Dáhánu	Deccan College	Marathi
139	Prabhakar Gangadhar Bhide	30	Brahmin	Mohol (Ratnágiri).	Poona Civil Engineering College.	Marathi
140	Dhirajram Dalpatram	42	Kaist	Surat	Surat High School and Grant Medical College.	Gujarati
141	Miss Rosa Morris	28	Christian	London	London.	English
142	Ravaji Balaji Karandikar	22	Brahmin	Hángal	Deccan College	Marathi
143	Narayan Ragunath	39	Parbhu	Bombay	Elphinstone College.	Marathi

Other Languages Known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Latin.	B.A., 1873..	6 5 20	Head Master, 1st Grade Anglo-Vernacular School, Bulsar.	100 0 0	
English and Sanskrit.	F.E.A., 1868.	6 5 0	1st Assistant Master, Broach High School.	100 0 0	
English and Sanskrit.	B.A., 1871..	6 4 26	1st Assistant Master, Rájárám High School, Kolhápur.	100 0 0	Paid from Kolhápur.
English and Sanskrit.	F.E.A., 1869.	6 4 20	1st Assistant Master, Nariád High School.	100 0 0	
English and Latin.	F.E.A., 1869.	6 4 16	Assistant Deputy Educational Inspector, Southern Surat Sub-division.	100 0 0	
English and Sanskrit.	B.A., 1870..	6 4 0	1st Assistant Master, English School, Sholápur.	100 0 0	
English and Sanskrit.	B.A., 1874..	6 3 22	1st Assistant Master, Ahmednagar High School.	100 0 0	
English, Hindustani, and a little of Sanskrit, Arabic, Latin, Persian, and Marathi	Matriculated 1867.	5 6 12	Gujarati Lecturer.	100 0 0	From Baroda State.
English	None ..	5 4 0	Head Master, English School, Morvi.	100 0 0	From Kattywar Educational Fund.
English and Sanskrit.	B.A., 1872..	4 7 24	2nd Assistant Master, Poona High School.	100 0 0	
English, Latin, and Sanskrit.	B.A., 1872..	3 4 20	Sub. *pro-tem.* 1st Assistant, High School, Satara.	100 0 0	
English and Sanskrit.	B.A., 1872..	4 1 23	2nd Assistant Master, Ratnágiri High School.	100 0 0	
English	L.C.E., 1873.	2 10 0	Head Vernacular Teacher, Poona Civil Engineering College.	100 0 0	
Hindustani (colloquial.)	G.G.M.C. ..	3 0 0	Teacher of Anatomy and Physiology to the Gujarati Vernacular Class, Grant Medical College.	100 0 0	
Little of Marathi and French.	None ..	2 2 8	Assistant Mistress, Female Normal School, Poona.	100 0 0	
English, Sanskrit and a little of Hindustani.	B.A., 1874..	2 2 0	1st Assistant Master, High School, Dharwar.	100 0 0	
Gujarati, Hindustani (colloquial)	None ..	1 6 0	Head Clerk and Librarian, Grant Medical College.	100 0 0	

Class III., Rs. 75

No.	Names.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
144	Dattu Narsing Joshi	37	Brahmin	Janoshi (Ratnágiri.)	Free Church Institution, Bombay.	Marathi
145	Barjorji A. Enti	23	Parsi	Surat	Elphinstone College.	Gujarati
146	Kashinath Ganesh, Kelkar	27	Brahmin	Poona	Deccan College	Marathi
147	Balnarayan Gowrinarayan Dixit.	36	Brahmin	Surat	Elphinstone College.	Gujarati
148	Kesheva Vinayek Dhairyawan.	35	Parbhu	Bombay	Elphinstone College.	Marathi
149	Rastomji Ardaseer Daruwalla.	30	Parsi	Bombay	Elphinstone College.	Gujarati
150	Bhimacharya Zalakikar	41	Brahmin	Zalaki in Carnatic.	Nargund and Poona Schools.	Canarese
151	Maganbhai Kasturchand Vimavala.	29	Sharavak	Surat	Elphinstone College.	Gujarati
152	Jagjiwandas Bhawanishankar Kapadia	28	Kshatria	Surat	Elphinstone College.	Gujarati
153	Shridhar Ganesh Jinsivala	24	Brahmin	Sangamner	Deccan College	Marathi
154	Appaji Baburao	40	Gond Brahmin.	Dhárwár	Dr. Wilson's College.	Marathi
155	Rewashankar B. Dholakia	29	Brahmin	Junágarh	Elphinstone High School.	Gujarati
156	Sadashiva Balkrishna Bhate	27	Brahmin	Boregal	Elphinstone College.	Marathi
157	Nasherwanji Jamsetji Ratnagar.	28	Parsi	Gandevi	Elphinstone College.	Gujarati
158	Kundandas Amulrai Asarpota.	29	Bhatia	Khairpur	Kurrachee Mission School.	Sindhi.
159	Udharam Bhojraj Bhakhru	29	Amil	Rohri	Sukkur Anglo-Vernacular School.	Sindhi.
160	Bolakidas Javehardas Kothamara.	42	Hindu Madughanchi.	Ahmedabad	Ahmedabad High School.	Gujarati
161	Mansukram Narsidas Parekh	46	Vania	Nariád	Elphinstone College.	Gujarati
162	Fakirbhai Tulajaram Master.	40	Vania	Surat	Surat High School.	Gujarati
163	Shantaram Mangesh Dhume.	43	Gond Brahmin.	Bombay	Elphinstone High School.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
and below Rs. 100.		Yrs. m. d.		Rs. a. p.	
English ..	Matriculated 1864.	11 9 25	Acting Head Master, Phanaswadi 1st Grade Anglo-Vernacular School, Bombay.	95 0 0	
English and Persian.	B.A. ..	6 7 8	Acting 2nd Assistant Master, Surat High School.	95 0 0	
English and Sanskrit.	B.A., 1874 ..	0 6 9	Sub. *pro-tem.* 3rd Assistant Master (Marathi Side), Elphinstone High School.	95 0 0	
English	Matriculated 1862;	13 0 0	Head Master, Branch School, No. II., Ahmedabad.	90 0 0	
English and Latin.	F.E.A., 1864.	10 9 28	4th Assistant Master (Marathi Side), Elphinstone High School.	90 0 0	
English and Persian.	Matriculated 1864.	10 9 0	Acting 5th Assistant Master (Gujarati Side), Elphinstone High School.	90 0 0	
Sanskrit, Marathi, and Gujarati.	None ..	9 8 10	Sanskrit Teacher, Elphinstone College, Bombay.	90 0 0	
English and Latin.	F.E.A., 1863.	7 1 26	3rd Assistant Master, Ahmedabad High School.	90 0 0	
English and Sanskrit.	F.E.A., 1870.	6 5 0	3rd Assistant Master, Surat High School.	90 0 0	
English, Sanskrit and a little of Hindustani.	M.A., 1875..	0 4 12	Sub. *pro-tem* 3rd Assistant Master, Poona High School	90 0 0	In place of D. G. Gerpure on leave without pay.
English and Canarese.	None ..	17 6 0	Acting Deputy Educational Inspector, Belgaum.	85 0 0	
English and a little of Sanskrit.	Matriculated 1868.	6 11 7	Assistant Master and Accountant, Rájkumár College, Kattywar.	85 0 0	From Rájkumár College Fund.
English, Canarese, and Sanskrit.	F.E.A., 1873.	6 10 15	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Karwar.	85 0 0	
English and Latin.	F.E.A., 1868.	5 10 24	Acting 6th Master (Gujarati Side), Elphinstone High School.	85 0 0	
English, Persian, and Urdu.	Matriculated 1869.	4 9 29	Head Master, Anglo-Vernacular School, Tatta.	85 0 0	Paid from Local Funds.
English, Persian, Urdu, and a little of Marathi.	None ..	13 4 0	Head Master, Anglo-Vernacular School, Larkána.	83 0 0	Paid from Local Funds.
English and Sindhi.	None ..	22 6 10	Head Master, Anglo-Vernacular School, Umarkot.	81 0 0	Paid from Local Funds.
English.. ..	None ..	25 1 3	2nd Assistant Master, Nariád High School.	80 0 0	
English	None ..	21 0 10	Head Master, Parsi Panchayet English School, Surat.	80 0 0	From Parsi Panchayet Fund.
English and Hindustani.	None ..	19 9 0	5th Assistant Master (Marathi Side), Elphinstone High School.	80 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
164	Tarachand Showkiram Adwani.	27	Amil	Hyderabad ..	Elphinstone College.	Sindhi ..
165	Shaik Hayat	33	Mahomedan..	Poona	Free General Assembly's Institution, Bombay.	Hindustani.
166	Mirza Ismael	34	Mahomedan..	Shiraz	Shiraz College, Persia.	Persian ..
167	Gulam Roza Fardun Beg ..	31	Mogal.. ..	Hyderabad ..	Elphinstone College.	Sindhi ..
168	Bhanushankar Naranshankar Dave.	33	Brahmin ..	Surat	Elphinstone College and Surat High School.	Gujarati ..
169	Balwant Ramchandra Sahasrabudhe.	29	Brahmin ..	Poona	Deccan College..	Marathi ..
170	Dulabhji D. Ved	27	Bhatia ..	Tankura (Rájkot).	Elphinstone College.	Gujarati ..
171	Sitaram Bhagwant Sule ..	25	Prabhu ..	Ratnágiri ..	Elphinstone College.	Marathi ..
172	Udharam Bhojraj Bhakra ..	29	Amil	Rohri	Sukkur Anglo-Vernacular School.	Sindhi ..
173	Wasudeo Bhikaji Karmarkar	48	Brahmin ..	Shirgaon (Ratnágiri).	Normal School, Bombay.	Marathi ..
174	Pragji Valabharam Naik ..	43	Brahmin ..	Katargaum (Surat).	Surat High School.	Gujarati ..
175	Ramchandra Vinayek Oke ..	44	Brahmin ..	Poona	Poona College ..	Marathi ..
176	Narayan Damodhar Yogi ..	41	Brahmin ..	Mahád	Deccan College..	Marathi ..
177	Ishwarlal Vandravandas Shaha.	37	Vania	Ahmedabad ..	Ahmedabad High School.	Gujarati ..
178	Hariwalabh Mulji Vijaya ..	38	Vania	Nariád	Ahmedabad Training College.	Gujarati ..
179	Appaji Baburao Divekar ..	39	Goud Brahmin	Dharwar ..	Dr. Wilson's College.	Marathi ..
180	Krishnaji Gopal Bhave ..	36	Brahmin ..	Ratnágiri ..	Poona Training College.	Marathi ..
181	Anant Shastri Pendharkar..	75	Brahmin ..	Pimpalwadi (Konkan).	Satara School ..	Marathi ..
182	Krishnalal Govindas Meheta.	32	Kasta	Surat	Surat High School.	Gujarati ..
183	Govind Tatya Dixit	34	Brahmin ..	Poona	Poona Mission School	Marathi ..
184	Nilkhant Moreshwar Sathe.	38	Brahmin ..	Poona	Poona High School.	Marathi ..
185	Dattu Narsing Joshi	37	Brahmin ..	Janashi (Ratnágiri).	Free Church Institution, Bombay.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Persian, Hindustani, and a little of Arabic.	Matriculated 1866.	9 3 3	2nd Assistant Master, High School, Hyderabad.	80 0 0	
English, Marathi, and Persian.	Matriculated 1863.	9 2 0	2nd Assistant Master, Dhulia High School.	80 0 0	
English, Arabic, and Hindustani.	None ..	6 9 0	Persian Teacher, Elphinstone High School.	80 0 0	
English, Hindustani, Arabic, and Persian.	Matriculated 1867.	6 6 29	Persian Teacher, Hyderabad High School.	80 0 0	
English and Sanskrit.	F.E.A., 1865	6 5 18	4th Assistant Master, Surat High School.	80 0 0	
English and Sanskrit.	B.A., 1873..	5 9 28	Sub. *pro-tem.* 4th Assistant Master, Poona High School	80 0 0	
English and Sanskrit.	F.E.A., 1870	5 9 10	2nd Assistant Master, Kattywar High School, Rájkot.	80 0 0	From Kattywar Educational Fund.
English and Sanskrit.	F.E.A., 1871	5 8 4	3rd Assistant Master, Ratnágiri High School.	80 0 0	
English, Persian, Urdu, and a little of Marathi.	None ..	13 4 0	Head Master, Anglo-Vernacular School, Lárkána.	78 0 0	Paid from Local Funds.
English	None ..	28 6 0	Assistant Deputy Educational Inspector, Satara Sub-division.	75 0 0	
English	None ..	23 9 22	Assistant Deputy Educational Inspector Kaira and Ahmedabad Sub-division.	75 0 0	
English, Sanskrit and Gujarati.	None ..	20 2 12	Assistant Deputy Educational Inspector, Násik and Nagar Sub-division.	75 0 0	
English	None ..	18 4 15	Head Clerk, Educational Inspector, Central Division.	75 0 0	
English and a little of Urdu.	Matriculated 1865.	18 4 9	Head Master, Talukdári School, Ahmedabad.	75 0 0	From popular contribution
English and a little of Sanskrit and Marathi.	None ..	18 4 0	Assistant Deputy Educational Inspector, Kaira and Broach.	75 0 0	
English and Canarese.	None ..	17 6 0	Assistant Deputy Inspector, Belgaum and Kaládgi.	75 0 0	
English	None ..	17 1 8	Head Master, Training College, Kolhápur.	75 0 0	Paid from Kolhápur State.
Sanskrit.. ..	None ..	15 5 0	1st Assistant Sanskrit Teacher, Deccan College.	75 0 0	
English	Matriculated 1865.	14 0 17	Head Master, English School, Kaira.	75 0 0	
English	Matriculated 1868.	13 10 28	Head Master, 1st Grade Anglo-Vernacular School, Bársi.	75 0 0	
English and Sanskrit.	None ..	13 4 0	Assistant Deputy Educational Inspector, Poona Sub-division.	75 0 0	
English	Matriculated 1864.	11 9 27	6th Assistant Master (Marathi Side), Elphinstone High School.	75 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
186	Anant Vinayak Sohoni ..	34	Brahmin ..	Junnar (Poona).	Poona Mission School.	Marathi ..
187	Ganpatram Anuparam Tarvadi.	29	Brahmin ..	Amode	Surat High School.	Gujarati ..
188	Rowji Moreshwar Deokule ..	33	Brahmin ..	Wai (Satara) ..	Poona High School.	Marathi ..
189	Gokaldass Kandass Parekh ..	30	Vania.. ..	Umreth	Elphinstone College.	Gujarati ..
190	Ramchandra Bhikaji Gunjikar.	34	Goud Brahmin	Belgaum ..	Elphinstone College.	Marathi ..
191	Trimback Gangadhar Khandekar.	33	Brahmin ..	Poona	Deccan College .	Marathi ..
192	Ganesh Govind Dhekne ..	29	Brahmin ..	Poona	Poona College ..	Marathi ..
193	Krishnaji Parashram Gadgil.	28	Brahmin ..	Wai	Deccan College .	Marathi ..
194	Fardunji Bazenji Karani ..	31	Parsi	Bombay.. ..	Elphinstone High School.	Gujarati ..
195	Ganasham Nilkant Nadakarani.	31	Goud Brahmin	Kumbhar Jawa (Goa).	Elphinstone College.	Marathi ..
196	Atmaram Vinayak Patkar ..	42	Goud Brahmin	Bombay ..	Deccan College .	Marathi ..
197	Wamon Khanderaw Vaidya.	28	Parbhu ..	Alibág	Elphinstone College.	Marathi ..
198	Krishnaji Pandurang Limaye.	29	Brahmin ..	Tanna	Kolhápur High School.	Gujarati ..
199	Gulabbai Gopalji Naik ..	30	Brahmin ..	Jalapur	Surat High School and Elphinstone College.	Gujarati ..
200	Hari Krishna L. Dave ..	28	Brahmin ..	Surat	Elphinstone College.	Gujarati ..
201	Ramchandra Janardán Vaidya.	26	Brahmin ..	Ambere (Ratnágiri).	Elphinstone College.	Marathi ..
202	Rajaram Shastri Bodas ..	31	Brahmin ..	Benares.. ..	Benares School .	Marathi ..
203	Jamsetji Fardunji Madan ..	27	Parsi	Bombay.. ..	Elphinstone College.	Gujarati ..
204	Yadueshwar Chimnaji Shastri.	56	Brahmin ..	Surat	Baroda	Marathi ..
205	Motilal Mohanlal Javheri ..	26	Vania.. ..	Broach	Elphinstone College.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	Matriculated 1864.	11 9 26	Head Master, 1st Grade Anglo-Vernacular School, Pandharpur.	75 0 0	
English	Matriculated 1865.	11 8 2	Sub-Deputy Educational Inspector, Halar Prant, Kattywar.	75 0 0	From Kattywar Educational Fund.
English	Matriculated 1866.	10 10 0	1st Assistant Master, Poona Training College.	75 0 0	
English, Marathi, Hindustani, Persian and Sanskrit.	B.A., LL.B., 1871.	10 9 7	Deputy Educational Inspector, Gujarati Schools, Bombay.	75 0 0	
English, Sanskrit, and Canarese.	Matriculated 1864.	10 8 24	Acting 6th Assistant Master (Marathi Side), Elphinstone College.	75 0 0	
English and Sanskrit.	Matriculated 1864.	9 6 0	Head Master, Jamkhandi English School.	75 0 0	From the Jamkhandi State.
English and a little of Sanskrit.	Matriculated 1863.	9 3 15	2nd Assistant Master, High School, Ahmednagar.	75 0 0	
English and Latin.	F.E.A., 1870.	9 3 12	5th Assistant Master, Poona High School.	75 0 0	
English.. ..	Matriculated 1867.	9 1 8	8th Assistant Master (Gujarati Side), Elphinstone High School.	75 0 0	
English, Gujarati, and Sanskrit.	B.A., LL.B., 1869.	9 1 4	Deputy Educational Inspector, Marathi Schools, Bombay.	75 0 0	
English and Gujarati.	None ..	8 10 6	Assistant Reporter on the Native Press and Registrar of Native Publications.	75 0 0	Besides Registration Fees.
English, Latin, and Hindustani.	Matriculated 1867.	7 9 7	1st Assistant 1st Grade Anglo-Vernacular School, Kalyán.	75 0 0	
English and Sanskrit.	None ..	7 3 0	Tutor to the young Chief of Mudhol.	75 0 0	Paid from Mudhol State.
English and Sanskrit.	Matriculated 1868.	6 4 15	Temporary Assistant Deputy Educational Inspector, Ahmedabad and Kaira S. B.	75 0 0	
English, Sanskrit, and a little of Marathi.	Matriculated 1867.	6 2 10	2nd Assistant Master, Rájkumár College, Kattywar.	75 0 0	From Rájkumár College Fund.
English, Sanskrit, and Canarese.	F.E.A., 1870.	6 2 5	English and Sanskrit Teacher, Belgaum High Sckool.	75 0 0	
Sanskrit ..	None ..	5 3 4	Sanskrit Teacher, Elphinstone College, Bombay.	75 0 0	
English and Latin.	F.E.A., 1868.	5 2 20	Head Master, Chandanwadi 1st Grade Anglo-Vernacular School, Bombay.	75 0 0	
Sanskrit, Gujarati, and Hindustani.	None. ..	4 10 0	Supervisor of Sanskrit Schools, Baroda.	75 0 0	From Baroda State.
English and Sanskrit.	Matriculated 1868.	4 9 14	2nd Assistant Master, Bhaunagar High School.	75 0 0	Paid from the Kattywar Educational Fund.

No	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
206	Kashinath Damodar Chowbal.	27	KayastPrabbu	Kalyán	Poona Civil Engineering College.	Marathi ..
207	Damodhar Dinanath Bhat ..	25	Brahmin ..	Ahmod	Elphinstone College.	Gujarati ..
208	Ganesh Janardhan Agashe ..	25	Brahmin ..	Alandi	Deccan College .	Marathi ..
209	Ganesh Venkatesh Joshi ..	26	Brahmin ..	Miráj	Elphinstone College.	Marathi ..
210	Motichand U. Sheth	24	Vania	Gondal	Elphinstone College.	Gujarati ..
211	Ganesh Gopal Pandit ..	27	Brahmin ..	Belgaum ..	Elphinstone College.	Marathi ..
212	Waman Gopal Indapurkar ..	25	Brahmin ..	Indápur	Deccan College .	Marathi ..
213	Malhar Bhikaji Balsari ..	24	Brahmin ..	Pen	Elphinstone College.	Marathi ..
214	Madhowlal Harilal Desai ..	23	Kshatri ..	Ahmedabad ..	Elphinstone College.	Gujarati ..
215	Balkissandas B. Kaje	24	Vania	Surat	Elphinstone College.	Gujarati ..
216	Kanthadjj Kulanji Desai ..	20	Brahmin ..	Katargaum ..	Deccan College .	Gujarati ..
217	Atmaram Moreshwar Chatre.	27	Brahmin ..	Bombay ..	Elphinstone College.	Marathi ..
					Class IV.—Rs. 50	
218	Vishnu Pandurang Kelker ..	45	Brahmin ..	Kassarwell ..	Poona College ..	Marathi ..
219	Vinayak Daji Behere ..	37	Brahmin ..	Poona	Poona College ..	Marathi ..
220	Gopal Rowji Mulay	37	Kasar	Ahmedabad ..	Poona College ..	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	F.C.E., 1871.	4 2 20	Assistant Master, Engineering School, Hyderabad.	75 0 0	
English and Sanskrit.	F.E.A., 1870.	3 11 3	2nd Assistant Master, Broach High School.	75 0 0	
English and Sanskrit.	B. A., 1874 .	3 9 26	1st Assistant, English School, Tanna.	75 0 0	
English and Sanskrit.	B.A., 1871..	3 6 29	2nd Assistant Master, Násik High School.	75 0 0	
English and Sanskrit.	F.E.A., 1874.	2 11 9	Sub. *pro-tem.* Sanskrit Teacher, High School, Kattywar.	75 0 0	Paid from Kattywar Educational Funds.
English and Sanskrit.	B.A., 1876..	2 10 11	Temporary 4th Assistant Master, Ahmedabad High School.	75 0 0	
English, Canarese, Persian and a little of Sanskrit.	B.A., 1874..	2 2 20	Sub. *pro-tem.* Assistant Deputy Inspector, Belgaum and Kaládgi.	75 0 0	
English and Sanskrit.	F.E.A., 1873.	2 1 11	Probationary 2nd Assistant, High School, Junágarh.	75 0 0	Paid from Kattywar Educational Funds.
English and Sanskrit.	B.A., 1876 ..	1 4 20	Substantive *pro-tem.* 1st Assistant Master, Ahmedabad.	75 0 0	Training College.
English and Latin.	F.E.A., 1874.	0 4 6	Acting 1st Assistant Master, Kattywar High School.	75 0 0	Acting for Mr. G. M. Lalvala. Paid from Kattywar Educational Funds.
English and Sanskrit.	F.E.A., 1877.	0 2 25	Sub. *pro-tom.* 5th Assistant Master, Ahmedabad High School.	75 0 0	
English, Gujarati, and Sanskrit.	F.E.A., 1869.	6 3 9	Marathi Lecturer, Baroda High School.	73 11 0	From Baroda State.

and below Rs. 75.

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
English and Canarese.	None ..	13 9 8	Head Master, English School, Gadag.	70 0 0	
English and Canarese.	None ..	12 2 0	Head Clerk, Educational Inspector, Southern Division's Office.	70 0 0	
English and Gujarati.	None ..	12 1 1	2nd Clerk, Director of Public Instruction's Office.	70 0 0	Served also in Judge's Office Poona for 2-6-0

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
221	Kesheo Shridhar Rege	32	Good Brahmin.	Jámkhandi	Elphinstone College.	Marathi
222	Ganpatrao Mahadevrao Dhairyawan.	30	Parbhu	Bombay	Elphinstone and Grant Medical Colleges.	Marathi
223	Motinarayan Gaurinarayan Tarvadi.	30	Brahmin	Surat	Surat High School and Elphinstone College.	Gujarati
224	Chelashkankar Nethuram Joshipora.	28	Brahmin	Gondal	Rájkot High School.	Gujarati
225	Krishnarao Mahadev Samart.	27	Kayasta	Medha	Elphinstone College.	Marathi
226	Ramchandra Hanmant Bevar.	25	Brahmin	Athni(Belgaum).	Belgaum High School.	Canarese
227	Framji Ratanji Billimoria	28	Parsi	Billimoria	Sir J. J. Institution, Bombay.	Gujarati
228	Nandkrishnalal Ratanlal Majmudar.	22	Brahmin	Surat	Elphinstone College.	Gujarati
229	Ganavatram Madhavram Meheta.	24	Brahmin	Surat	Elphinstone College.	Gujarati
230	Annaji Ramchandra Attray.	25	Brahmin	Madha	Deccan College.	Marathi
231	Nasserwanji Merwanji Pavry	26	Parsi	Bombay	Elphinstone High School	Gujarati
232	Ramkrishna Chimnaji Bapat	35	Brahmin	Anjarli (Ratnágiri).	Deccan College	Marathi
233	Dattatraya Bhagwant Deshpande.	31	Brahmin	Dhulia (Khandesh).	Dhulia High School	Marathi
234	Vishwanath Dondeo Deodhar.	38	Brahmin	Ratnágiri	Poona High School.	Marathi
235	Balchand Tarachand Chandiramani.	27	Amil	Hyderabad	Mission School, Hyderabad.	Sindhi
236	Damodhar Balkrishna Dhulekar.	28	Brahmin	Kukarvand	Deccan College	Marathi
237	Shrinivas Kanker Roda	27	Brahmin	Dharwar	Deccan College.	Canarese
238	Manickji Dadabhai Arjani	26	Parsi	Nowsari	Elphinstone Collage.	Gujarati
239	Annaji Ramchandra Jalihal.	25	Brahmin	Jalihal	Deccan College.	Canarese

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated 1865.	9 4 21	4th Assistant Master, Ratnágiri High School.	70 0 0	
English and Gujarati colloquial.	Matriculated 1865.	9 0 17	Acting 7th Assistant Master (Marathi Side), Elphinstone High School.	70 0 0	
English and Latin.	Matriculated 1864.	8 2 1	Head Master, 1st Grade Anglo-Vernacular School, Viramgám.	70 0 0	
English	Matriculated 1868.	7 8 0	Head Master, English School, Gondal.	70 0 0	From Kattywar Educational Funds.
English, Sanskrit, and Sindhi.	Matriculated 1868.	6 7 24	Acting 3rd Assistant Master, Narayan Jagonath High School, Kurrachee.	70 0 0	
English and Marathi.	Matriculated 1871.	4 9 28	Head Master, 1st Grade Anglo-Vernacular School, Haliál.	70 0 0	
English and Latin.	F.E.A., 1870.	4 7 27	9th Assistant Master (Gujarati Side) Elphinstone High School.	70 0 0	
English and Sanskrit.	F.E.A., 1874	2 3 12	6th Assistant Master, Surat High School.	70 0 0	
English and Sanskrit.	Matriculated 1869.	2 1 6	Probationary 3rd Assistant Master, High School, Junágarh.	70 0 0	From Kattywar Educational Funds.
English and Sanskrit.	B.A., 1875.	0 11 21	6th Assistant Master, Poona High School.	70 0 0	
English	Matriculated 1869.	7 3 8	Acting 7th Assistant Master (Gujarati Side), Elphinstone High School.	66 0 0	
English	Matriculated 1864.	12 7 12	7th Assistant Master, Poona High School.	65 0 0	
English and a little of Sanskrit.	Matriculated 1865.	12 7 9	3rd Assistant Master, High School, Dhulia.	65 0 0	
English	None ..	12 2 1	3rd Clerk, Director of Public Instruction's Office.	65 0 0	Served also in Conservator of Forests' Office 1-8-0, and in Collector's Office Poona, 2-7-29.
English, Persian and Hindustani.	Matriculated 1868.	6 9 0	Head Master, Anglo-Vernacular School, Sehwan.	65 0 0	Paid from Local Funds.
English and Sanskrit.	F.E.A., 1869.	5 3 13	2nd Assistant Master, Rajárám High School, Kolhápur	65 0 0	Paid from Kolhápur State.
English, Sanskrit, Marathi, Telegu and a little of Hindustani.	Matriculated 1870.	5 2 5	Assistant Deputy Educational Inspector, Dharwar.	65 0 0	
English and Persian.	F.E.A., 1873.	3 10 27	11th Assistant Master (Gujarati Side) Elphinstone High School.	65 0 0	
English, Sanskrit and Marathi.	Matriculated 1870.	3 7 12	Head Master, English School, Sávánur.	65 0 0	Paid from the Savanur State.

No.	Names.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
240	Babaji Y. Kerur	22	Brahmin	Kaládgi	Deccan College.	Canarese
241	Erachji Rastamji Sahiar	26	Parsi	Nowsári	Elphinstone College.	Gujarati
242	Shankar Raoji Apte	24	Brahmin	Kaládgi	Deccan College.	Marathi
243	Nowrozji Palanji Desai	25	Parsi	Bombay	Elphinstone College.	Gujarati
244	Gurudinamal Lalsing Khudabadi.	33	Hindu Lohano	Schwan	Normal School, Kurrachee and Hyderabad.	Sindhi
245	Ramchandra Narayen Bhave.	46	Brahmin	Khed	Poona Normal School.	Marathi
246	Tripurashankar Manishanker Dave.	55	Brahmin	Surat	Surat High School.	Gujarati
247	Valabhadas Gopalji Saharia.	39	Vania	Nariád	Nariád English School.	Gujarati
248	Fatechand Mahomed Abdula Kazi.	46	Mahomedan	Old Hála	Normal School, Kurrachee.	Sindhi
249	Gulabdas Dayaram Meheta	42	Vania	Surat	Surat School and Training College.	Gujarati
250	Vithal Waman Godbole	39	Brahmin	Kalemjagam	Poona Training College.	Marathi
251	Balaji Hari Datar	37	Brahmin	Poona	Poona Mission School.	Marathi
252	Chatrabhuj Shivaji Meheta	34	Brahmin	Bhuj	Bhuj English School.	Gujarati
253	Moro Baji Namjoshi	45	Brahmin	Islámpur	Free Church Mission School, Satara	Marathi
254	Devaram Karasanji Vora	39	Brahmin	Morvi	Rájkot Normal School.	Gujarati
255	Atmashankar Tripurashankar Dave.	29	Brahmin	Surat	Surat High School.	Gujarati
256	Maganlal Haribhai Dalal	33	Vania	Kapadvanj	Ahmedabad Training College.	Gujarati
257	Rancholal Malakchand Gogari.	35	Vania	Gogo	Bhaunagar English School.	Gujarati
258	Murajmal Valiram Kirpalani.	30	Hindu Kshatri	Hyderabad	High School, Hyderabad.	Sindhi
259	Harjivandas Valiram Guna	36	Kshatri	Bombay	Elphinstone College.	Sindhi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Sanskrit, and Marathi.	F.E.A., 1875.	1 2 24	3rd Assistant Master, Sub. *pro-tem.*, Dharwar High School.	65 0 0	
English and Persian.	Matriculated 1871.	1 2 20	*Acting* 8th Assistant Master (Marathi Side), Elphinstone High School.	65 0 0	
English, Persian, Canarese, and a little of Sanskrit.	F.E.A., 1873.	0 11 10	2nd Assistant Sub. *pro-tem.*, Dharwar *High* School.	65 0 0	
English and Latin.	B.A., 1874.	0 4 21	10th Assistant Master (Gujarati Side), Elphinstone High School.	65 0 0	
English and Persian.	None ..	15 10 0	Head Master, Vernacular High School, Shikárpur, No. I.	64 0 0	From Local Funds.
English	None ..	21 5 12	Deputy Educational Inspector, Phaltan State.	61 4 3	
A little of English.	None ..	34 4 0	Head Master, Vernacular School No. I., Surat.	60 0 0	From Local Funds.
A little of Sanskrit.	None ..	23 2 14	Head Master, Vernacular School, Bhaunagar.	60 0 0	From Kattywar Educational Funds.
Arabic, Persian, and Urdu.	None ..	22 8 0	1st Assistant Master, Normal School, Hyderabad.	60 0 0	
English	None ..	21 6 2	Head Master, Vernacular School, Ankleswar.	60 0 0	From Local Funds.
English and a a little of Sanskrit.	None ..	18 5 28	Assistant Deputy Educational Inspector, Khandesh S.D.	60 0 0	
English	None ..	17 2 18	8th Assistant Master, Poona High School.	60 0 0	
English	None ..	16 0 0	Head Master, Anglo-Vernacular School, Mándvi.	60 0 0	From Cutch State.
English and a a little of Sanskrit.	None ..	15 3 0	Head Clerk, Educational Inspector, North-East Division.	60 0 0	
None	None ..	14 11 18	Head Master, Vernacular School, Nagar.	60 0 0	From Kattywar Educational Funds.
English	Matriculated 1864.	13 8 16	7th Assistant Master, Surat High School.	60 0 0	
None	None ..	13 7 5	Head Master, Vernacular School, No. I., Broach.	60 0 0	From Local Funds.
English	None ..	13 4 7	Head Clerk, Educational Inspector, N. D.	60 0 0	
English, Persian, and Hindustani.	None ..	13 4 0	4th Assistant Master, Hyderabad High School.	60 0 0	
English, Gujarati, and a little of Marathi	Matriculated 1864.	13 1 0	5th Assistant Master, Hyderabad High School,	60 0 0	

No.	Names.	Age	Cate or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
260	Edalji Manackji Vatcha	34	Parsi	Bombay	Elphinstone High School.	Gujarati
261	Krishnaji Keshao Sathe	32	Brahmin	Poona	Deccan College.	Marathi
262	Gopal Govind Karandikar	31	Brahmin	Gaven	Elphinstone College.	Marathi
263	Balaji Khanderow Joshi	31	Brahmin	Poona	Poona High School.	Marathi
264	Ramchandra Venkatesh Barud.	41	Goud Brahmin	Nundegadh (Belgaum).	Elphinstone College.	Marathi
265	Balbhim Saccaram Tambulkar.	30	Brahmin	Tarápur (Sholápur).	Poona School	Marathi
266	Shankar Ramchandra Bhagwat.	33	Brahmin	Wái	Deccan College.	Marathi
267	Harilal Naranaji	28	Brahmin	Ahmedabad	Ahmedabad High School.	Gujarati
268	Narayan Govind Karandikar.	30	Brahmin	Karandi	Deccan College.	Marathi
269	Harirai Laxumanrai Majamundar.	28	Brahmin	Pátan	Elphinstone College.	Gujarati
270	Parshotamdas Bapuji Saharia.	30	Vania	Nariád	Elphinstone College.	Gujarati
271	Gagal Vanmali Pathak	27	Brahmin	Kutlal (Kaira)	Elphinstone College.	Gujarati
272	Manackji Mancherji Choksi.	27	Parsi	Bombay	Elphinstone College.	Gujarati
273	Mulshankar Purandas	31	Brahmin	Bhuj	Deccan College.	Gujarati
274	Bhavanishankar Girjashankar Joshi.	29	Brahmin	Ankleswar	Surat High School.	Gujarati
275	Govind Krishna Ambardekar	27	Brahmin	Ratnágiri	Elphinstone and Deccan College	Marathi
276	Udhanmal Satramdas	25	Kshatria	Tatta	Kurrachee High School	Sindhi
277	Devashankar U. Desai	25	Brahmin	Mahuda	Ahmedabad Training College.	Gujarati
278	Umedali Karim Mahomed Munshi.	28	Mahomedan	Cutch	Elphinstone College.	Cutch

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p	
English	None ..	12 8 0	1st Assistant Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	60 0 0	
English and Sanskrit.	Matriculated 1864.	10 3 13	2nd Assistant Master, High School, Satara.	60 0 0	
English	Matriculated 1866.	9 9 25	5th Assistant Master, Ratnágiri High School.	60 0 0	
English and a little of Sanskrit.	Matriculated 1867.	9 3 15	2nd Assistant Master, English School, Sholápur.	60 0 0	
English	None ..	8 9 7	2nd Clerk, Curator, Government Central Book Depôt, Bombay.	60 0 0	
English and a little of Canarese.	Matriculated 1868.	8 9 5	Head Master, Anglo-Vernacular School, Miráj.	60 0 0	Paid from Miraj State.
English and Sanskrit.	Matriculated 1868.	8 3 25	2nd Assistant Master, English School, Tanna.	60 0 0	
English	Matriculated 1864.	8 2 15	2nd Assistant, Training College, Ahmedabad.	60 0 0	
English and Sanskrit.	Matriculated 1865.	7 10 20	3rd Assistant Master, Rájárám High School, Kolhápur.	60 0 0	Paid from Kolhápur State.
English	Matriculated 1867.	7 0 17	Head Master, 1st Grade Anglo-Vernacular School, Camp Deesa.	60 0 0	
English and Sanskrit.	Matriculated 1866.	6 5 0	3rd Assistant Master, Nariád High School.	60 0 0	
English, Sanskrit, and a little of Marathi	Matriculated 1868.	6 1 5	3rd Assistant Master, Broach High School.	60 0 0	
English and Latin.	Matriculated 1868.	5 9 27	1st Assistant Master, Fort Branch-Anglo Vernacular School, Bombay.	60 0 0	
English, Sanskrit and a little of Marathi.	Matriculated 1868.	5 8 10	1st Assistant Master, High School, Bhuj.	60 0 0	From Cutch State.
English and a little of Marathi	Matriculated 1867.	5 8 0	Head Master, Vernacular School at Wadhwán.	0 0 0	On leave
English, Sanskrit and Canarese.	F.E.A., 1869.	5 7 18	2nd Assistant Master (Marathi Side), Belgaum High School.	60 0 0	
English, Persian, and a little of Gujarati.	Matriculated 1871.	5 3 13	Acting 4th Assistant Master, High School, Kurrachee.	60 0 0	
None	None ..	4 9 14	Head Master, Vernacular School, Jambusar.	60 0 0	From Local Funds.
English, Gujarati, Sindhi, Hindustani and Persian.	Matriculated 1871.	4 5 4	2nd Assistant Master, High School, Shikárpur.	60 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
279	Allabax Mahomed Shaha Malvi.	25	Mahomedan	Cabul	Arabia and Shiraz.	Hindustani.
280	Trimbak Vishnu Bapat	38	Brahmin	Poona	Free General Assembly's Institution.	Marathi
281	Hormasji Nowroji Lord	27	Parsi	Bombay	Elphinstone College.	Gujarati
282	Parataprai Govindrai Meheta	22	Brahmin	Bhaunagar	Bhaunagar High School.	Gujarati
283	Ranchodlal Lalubhai Khambatta.	22	Vania	Surat	Elphinstone College.	Gujarati
284	Asharam Motiram Purani	42	Brahmin	Mahuda	Surat and Ahmedabad Normal Class.	Gujarati
285	Hargovan Narsiram Vyas	43	Brahmin	Vishnagar	Surat Normal School.	Gujarati
286	Gopal Malhar Purandhare	47	Brahmin	Poona	Poona Government English School.	Marathi
287	Ramchandra Hari Datar	35	Brahmin	Poona	Poona College	Marathi
288	Pranjivan Itcharam Shastri	45	Brahmin	Soras	Vernacular School, Olpad.	Gujarati
289	Vajeram Prabhashanker	38	Brahmin	Mándavi	Surat High School.	Gujarati
290	Chintaman Shastri Thathe	57	Brahmin	Wái (Satara)	Poona Sanskrit College.	Marathi
291	Naserwanji Ukarji Menty	37	Parsi	Surat	Elphinstone High School.	Gujarati
292	Krishnaji Raghunath Kelkar	32	Brahmin	Someshwar	Poona College	Marathi
293	Bapaji Trimbaak Agashi	27	Brahmin	Toke	Poona High School.	Marathi
294	Paul Ganesh Rao	32	Christian	Mangalore	Mangalore School.	Konkani
295	Waman Anna Wasudeo	28	Kshatrir	Bombay	Elphinstone High School.	Marathi
296	Framji Carsetji Bajan	25	Parsi	Bombay	Elphinstone College.	Gujarati
297	Narayen Ramchandra Kale	28	Brahmin	Mith Bava	Elphinstone College.	Marathi
298	Ayalmal Kundanmal Shahdadpuri.	36	Amil	Hyderabad	Normal School, Hyderabad.	Sindhi
299	Sadashiv Ramnath Sukal	36	Brahmin	Matar	Ahmedabad Normal School	Gujarati
300	Hargovind Mayaram Sukal.	37	Brahmin	Umreth	Ahmedabad Training College.	Gujarati

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Persian, Arabic, Sindhi, Pushtoo, Brohi and Bakrchi.	None ..	3 9 23	Persian Teacher, Kurrachee High School.	60 0 0	
English	None ..	3 8 11	Accountant, Educational Inspector, Central Division's Office.	60 0 0	
English and Zend.	Matriculated 1869.	3 6 5	12th Assistant Master (Gujarati Side), Elphinstone High School.	60 0 0	
English	Matriculated	1 10 3	3rd Assistant Master, High School, Bhaunagar.	60 0 0	From Kattywar Educational Funds.
English and Sanskrit.	F.E.A., 1873.	0 10 13	Acting 2nd Assistant Master, Ahmedabad High School.	60 0 0	
A little of English and Sanskrit.	None ..	20 11 28	Head Master, Vernacular School, Memadabad.	59 9 0	From Local Funds.
A little of English and Marathi.	None ..	22 9 0	Head Master, Vernacular School, Umreth.	58 10 0	Do. do.
English	None ..	25 10 0	Clerk and Librarian, Deccan College, Poona.	57 0 0	
English, Sanskrit, and Canarese.	Matriculated 1866.	16 13 24	Head Master, Anglo-Vernacular School, Akalkot.	56 0 0	Paid from Akalkot State.
Sanskrit ..	None ..	22 10 29	Head Master, Vernacular School, Ahmod.	55 0 0	From Local Funds.
Little of English	None ..	19 0 19	Head Master, Vernacular School, Mándavi.	55 0 0	Do. do.
Sanskrit ..	None ..	16 3 4	2nd Assistant, Sanskrit Teacher, Deccan College.	55 0 0	
English ..	None ..	15 8 8	2nd Assistant Master, Fort Branch School, Bombay.	55 0 0	
English and Sanskrit.	Matriculated 1864.	8 10 0	9th Assistant Master, Poona High School.	55 0 0	
English and Sanskrit.	Matriculated	7 4 10	Deputy Educational Inspector, Bhor State.	55 0 0	
Canarese and Marathi.	F.E.A., 1875	6 4 0	1st Assistant Master (Canarese Side), Sirdars' High School, Belgaum.	55 0 0	
English	None ..	5 2 9	Clerk and Librarian, Elphinstone High School.	55 0 0	
English and Persian.	Matriculated 1871.	2 4 14	13th Assistant Master (Gujarati Side), Elphinstone High School.	55 0 0	
English and Sanskrit.	F.E.A., 1874.	2 4 8	4th Assistant Master, Rájárám High School, Kolhápur.	55 0 0	Paid from Kolhápur State.
English, Persian, and Hindustani.	None ..	14 4 16	Head Master, Vernacular School, Kurrachee.	54 0 0	Paid from Local Funds.
A little of English and Sanskrit.	None ..	17 1 20	Head Master, Vernacular School, Matar.	53 7 6	From Local Funds.
A little of English.	None ..	17 1 26	Head Master, Vernacular School, Nariád.	53 1 0	From Local Funds.

No.	Names.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
301	Narmadashankar Kamlashankar Pandya.	44	Brahmin	Surat	Surat Normal Class.	Gujarati
302	Ranchordas Nagardas Matadar.	30	Patidar	Umreth	Ahmedabad High School.	Gujarati
303	Dayalji Morarji Desai	30	Brahmin	Sarbhon	Surat High School.	Gujarati
304	Jadavaji Mavaji Gandhi	26	Vania	Mâhuda	Ahmedabad Training College.	Gujarati
305	Akhund Mahkumdin Rahimdin Mahammadi	41	Mahomedan Shekh	Khonote	Normal School, Hyderabad.	Sindhi
306	Bapu Sonsawant	48	Maratha	Ratnágiri	Ratnágiri School	Marathi
307	Ramji Hari Agashay	49	Maratha	Chiplun	Ratnágiri School	Marathi
308	Naro Ramchander Datar	49	Brahmin	Rájápur	Bombay Normal School.	Marathi
309	Ugrishwar Ajramar Gore	49	Brahmin	Vadali	Normal School, Bombay.	Gujarati
310	Gavarishankar Dayaram Dave.	40	Brahmin	Kaira	Kaira Vernacular School.	Gujarati
311	Hari Balwant Mogre	46	Brahmin	Shirgaon	Elphinstone High School.	Marathi
312	Rewashankar Ambaram Bhat.	39	Brahmin	Memadabad	Ahmedabad Training College.	Gujarati
313	Ghelabhai Bhakhundas Shaha.	41	Vania	Surat	Surat High School.	Gujarati
314	Narayan Mahadeo Vaidya	40	Brahmin	Poona	Poona College.	Marathi
315	Mahomed Afzal Faiz Mahomed Kazi.	36	Mahomedan	Sehwan	Normal School, Kurrachee.	Sindhi
316	Moro Balal Dharap	42	Brahmin	Rohen (Tanna)	Poona Normal School.	Marathi
317	Vinayek Kondeo Oke	38	Brahmin	Hedvi (Ratnágiri).	Satara English School, and Poona Training College.	Marathi
318	Narbheram Vardhaman Kansara.	36	Vania	Gondal	Rájkot Normal Class.	Gujarati
319	Narayan Ramchandra Bhatavadekar.	38	Brahmin	Násik	Mission School at Násik.	Marathi
320	Bhaskar Ramchandra Pandit	47	Brahmin	Baroda	Baroda	Marathi
321	Vithaldas Dhanjibhai Patel.	35	Patidar	Umreth	Ahmedabad Training College.	Gujarati
322	Hari Narayan Thakar	34	Brahmin	Bhore	Sholápur English School.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
A little of English.	None ..	19 8 13	Head Master, Vernacular School, Olpád.	53 0 0	From Local Funds.
English	Matriculated 1867.	9 7 27	Sub. *pro-tem.* Head Master, Anglo-Vernacular School, Limdi.	53 0 0	From Kattywar Educational Funds.
English	Matriculated 1867.	8 7 0	Head Master, English School, Wadhwán.	53 0 0	Do. do.
A little of Sanskrit.	None ..	4 8 27	Head Master, Vernacular School, Shihari.	53 0 0	Do. do.
Persian and Urdu.	None ..	17 11 0	Head Master, Vernacular School, Hyderabad.	52 0 0	Paid from Local Funds.
None	None ..	31 11 12	Assistant Deputy Educational Inspector, Ratnágiri Sub-division.	50 0 0	
None	None ..	29 6 4	Assistant Deputy Educational Inspector, Tanna Sub-division.	50 0 0	
None	None ..	29 0 0	1st Assistant Master, Dharwar Training College.	50 0 0	
None	None ..	27 4 8	Head Master, Gujarati School, No. 1., Baroda.	50 0 0	From Baroda State
A little of English.	None ..	22 5 17	Accountant, Educational Inspector N. D.	50 0 0	
English	None ..	22 2 0	Marathi Accountant, Educational Inspector, Central Division's Office.	50 0 0	
English and Sanskrit.	None ..	21 3 28	Head Master, Female Training College, Ahmedabad.	50 0 0	
English, Urdu, and Marathi.	None ..	19 9 15	Sub. *pro-tem.* 1st Assistant Master, Gopipura Branch School, Surat.	50 0 0	
English	None ..	19 0 0	Clerk, Poona Civil Engineering College.	50 0 0	
Persian	None ..	18 9 17	2nd Assistant Master, Normal School, Hyderabad.	50 0 0	
English and a little of Sanskrit.	None ..	17 11 11	2nd Assistant Master, Poona Training College.	50 0 0	
English	None ..	16 3 15	1st Assistant Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	50 0 0	
None	None ..	15 6 0	Head Master, Vernacular School, Gondal.	50 0 0	From Kattywar Educational Funds.
English	Matriculated 1865.	15 5 0	3rd Assistant Master, Násik High School.	50 0 0	
Sanskrit and Gujarati.	None ..	14 9 0	Sanskrit Teacher, Ahmedabad High School.	50 0 0	
A little of English.	None ..	14 3 23	1st Assistant, Training College, Rájkot.	50 0 0	Do. do.
English, Canarese, Sanskrit, and Urdu.	Matriculated 1867.	12 10 19	3rd Assistant Master, English School, Tanna.	50 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
323	Ganesh Daji Gadre	39	Brahmin ..	Junnar	Poona High and Normal Schools.	Marathi ..
324	Maneckial Jagjivandas Surti	31	Vania	Broach	Ahmedabad High School.	Gujarati ..
325	Ramchandra Shrinivas Naregol.	47	Brahmin ..	Naregol, Dharwar.	Poona College ..	Canarese ..
326	Bhaushankar Jagjivan Joshi	33	Brahmin ..	Ankleshwar ..	Broach High School.	Gujarati ..
327	Shantvira Rachya Kitur ..	50	Lingayet ..	Sángli (Belgaum)	Private School, Hongal.	Canarese ..
328	Narayan Pandurang Sathe ..	35	Brahmin ..	Násik	Private study ..	Marathi ..
329	Mahadeo Keshava Bopardikar.	34	Brahmin ..	Wai	Private School ..	Marathi ..
330	Shridhar Narayan Athavale.	40	Brahmin ..	Medh (Tanna) ..	Elphinstone High School.	Marathi ..
331	Bhaskar Balal Nimbkar ..	28	Brahmin ..	Chiplun	Ratnágiri High School.	Marathi ..
332	Harilal Kalhandas Desai ..	30	Vania	Ahmedabad ..	Ahmedabad High School.	Gujarati ..
333	Waman Shripat Pingle ..	30	Brahmin ..	Shendurni (Khandesh)	Dhulia High School.	Marathi ..
334	Bhaskar Dhondeo Datar ..	31	Brahmin ..	Poona	Poona College ..	Marathi ..
335	Gulabdas Sunderlal Choksi ..	28	Vania	Surat	Surat High School.	Gujarati ..
336	Hari Narayan Kirpekar ..	29	Brahmin ..	Kurar (Safara) ..	Poona High School and Engineering College.	Marathi ..
337	Ramchandra Harshet Gangau.	33	Vania	Nevasen	Ratnágiri High School.	Marathi ..
338	Vithal Waman Gandhi ..	28	Brahmin ..	Dhulia	Dhulia High School.	Marathi ..
339	Yellappa Virappa Jadava ..	27	Maratha ..	Belgaum ..	Belgaum High School.	Marathi ..
340	Fattaychand Girdhardas Sipahimalani.	28	Amil	Hyderabad (Sind)	Hyderabad Sind Mission School	Sindhi ..
341	Narayen Ramchandra Konkar.	33	Brahmin ..	Modhe	Baba Gokhle's School, Poona.	Marathi ..
342	Khandu Krishnaji Gurdey ..	29	Brahmin ..	Gurlhosur (Belgaum)	Belgaum and Kolhápur High Schools.	Marathi ..
343	Nagindas Laxumidas Dalal ..	29	Vania	Surat	Surat High School.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	None ..	12 6 20	Vernacular Teacher, Poona Female Normal School.	50 0 0	
English	Matriculated 1864.	12 6 19	3rd Assistant Master, Rájkumár College, Kattywar.	50 0 0	From Rajkumár College Fund.
Sanskrit	None ..	11 9 0	Sanskrit Teacher, Dharwar Training College.	50 0 0	
English	None ..	11 6 0	Head Master, English School, Nowsári.	50 0 0	
Sanskrit	None ..	11 2 22	2nd Assistant, Training College, Dharwar.	50 0 0	
English and Sanskrit.	None ..	10 10 20	Vernacular and Sanskrit Teacher, Poona Training College.	50 0 0	
English and Sanskrit.	None ..	10 7 0	Assistant Sanskrit Teacher, Elphinstone High School.	50 0 0	
English and Gujarati.	None ..	10 4 0	Head Master, Mambadevi 2nd Grade Anglo-Vernacular School, Bombay.	50 0 0	
English and a little of Sanskrit.	Matriculated 1863.	10 1 21	1st Assistant Master, Jaganath Sunkersett 1st Grade Anglo-Vernacular School, Bombay.	50 0 0	
English	Matriculated 1867.	9 9 25	3rd Assistant Master, Kattywar High School.	50 0 0	Paid from Kattywar Educational Funds.
English and a little of Sanskrit.	Matriculated 1867.	9 9 19	4th Assistant Master, High School, Dhulia.	50 0 0	
English and Latin.	Matriculated 1865.	9 4 20	10th Assistant Master, Poona High School.	50 0 0	
English	None ..	9 4 13	Head Master, Vernacular School, Chandanwadi, Bombay.	50 0 0	
English	Matriculated 1867.	9 3 3	5th Assistant Master, Dhulia High School.	50 0 0	Four years 7 months and 12 days of this service were spent in Miráj State.
English	Matriculated 1865.	9 3 0	6th Assistant Master, Ratnágiri High School.	50 0 0	
English and a little of Sanskrit.	Matriculated 1871.	9 1 32	Head Master, 2nd Grade Anglo-Vernacular School, Erandol.	50 0 0	From Local Funds.
English and Kanarese.	Matriculated 1868.	8 9 9	3rd Assistant Master (Marathi Side), Belgaum High School.	50 0 0	
English, Persian and Hindustani.	Matriculated 1868.	8 9 3	3rd Assistant Master, Shikárpur High School.	50 0 0	
English	Matriculated 1868.	8 8 21	Assistant Master, Rájárám High School, Kolhápur.	50 0 0	Paid from Kolhápur State.
English, Sanskrit and Kanarese.	Matriculated 1868.	8 3 17	1st Assistant, English School, Kaládgi.	50 0 0	
English	Matriculated 1868.	8 3 0	9th Assistant Master, High School, Surat.	50 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
344	Vithal Ragonath Patkar	27	Goud Brahmin.	Ratnagiri	Ratnagiri High School.	Marathi
345	Girdharlal Gopal	27	Hindu	Pethápur, Sádra	Ahmedabad High School and School of Art.	Gujarati
346	Fessumal Zawkiram Samit	27	Hindu	Lakhi, Sukkur Taluka.	High School, Kurrachee.	Sindhi
347	Kavasji Edalji Desai	28	Parsi	Nausari	Nausari Madressa.	Gujarati
348	Sanker Sadashew Mudlur	25	Brahmin	Mudlur	Belgaum High School.	Canarese
349	Maneckji H. Kanga	28	Parsi	Bombay	Elphinstone College.	Gujarati
350	Jhanghimal Thanverdas Vaswani.	31	Amil	Hyderabad (Sind.)	Hyderabad Mission School.	Sindhi
351	Mulchand Dhayabhai Mehta.	28	Vania	Surat	Elphinstone College.	Gujarati
352	Amrit Nilkant Pandit	27	Brahmin	Vinchur	Poona High School, and Poona Civil Engineering College.	Marathi
353	Vishnu Sadashiva Mulekar	28	Brahmin	Kolhápur	Poona Civil Engineering College.	Marathi
354	Valabram Damodhar Pandya	25	Brahmin	Viramgám	Kurrachee High School.	Gujarati
355	Jethalal Vahalji Velavala	27	Vania	Nariád	Ahmedabad Training College.	Gujarati
356	Valabdas Nandlal Parekh	29	Vania	Kapadvanj	Ahmedabad High School.	Gujarati
357	Gulabdas L. Nanavati	26	Vania	Surat	Elphinstone College.	Gujarati
358	Shankar Ramchandra Hatvalne.	28	Brahmin	Poona	Deccan College.	Marathi
359	Narayan Ganduji Wadke	24	Kasar	Tanna	School of Art, Bombay, and Poona Civil Engineering College.	Marathi
360	Bulakhi Gangadas Desai	24	Kshatria	Ahmedabad	St. Xavier's College.	Gujarati
361	Dayabhai Veniram Meheta	23	Brahmin	Umreth	Ahmedabad High School.	Gujarati
362	Laxmishankar Devashankar Bhat.	23	Brahmin	Dabhan	Ahmedabad High School and Elphinstone College.	Gujarati

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated 1869.	7 7 17	Acting 1st Assistant Master, 1st Grade Anglo-Vernacular School, Sáwant Wári.	50 0 0	Paid from Sáwant Wári State.
English and Marathi.	None.	7 6 0	Clerk, Sir J. J. School of Art.	50 0 0	
English, Hindustani, Marathi, and a little of Persian.	Matriculated 1875.	7 6 0	1st Assistant Master, Anglo-Vernacular School, Sukkur.	50 0 0	
A little of English.	None.	7 4 26	Gymnastic Teacher, Rájkumar College, Kattywar.	50 0 0	From Rájkumár College Fund.
English, Canarese, and Sanskrit.	Matriculated 1870.	6 10 8	1st Assistant Master, English School, Belgaum	50 0 0	
English and Persian.	Matriculated 1869	6 2 7	Acting 2nd Assistant Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	50 0 0	
English and Persian.	Matriculated 1866.	5 8 9	6th Assistant Master, Hyderabad High School.	50 0 0	
English and Latin	Matriculated 1868.	5 4 0	1st Assistant Master, Branch School, No. II., Ahmedabad	50 0 0	
English ..	None.	4 11 11	Drawing Master, Dhulia High School.	50 0 0	
English	F.E.A., 1871.	4 11 18	Writing and Drawing Master, Poona High School.	50 0 0	
English and Sindhi.	Matriculated 1873.	4 10 29	6th Assistant Master, Narayan J. High School, Kurrachee.	50 0 0	
A little of English and Hindustani.	None.	4 10 19	Head Master, Practising School, Rájkot.	50 0 0	From Kattywar Educational Funds.
English	Matriculated 1869.	4 10 0	Head Master, Pitlád Anglo-Vernacular School.	50 0 0	From Baroda State.
English and Latin.	Matriculated 1868.	4 4 21	8th Assistant Master, Surat High School.	50 0 0	
English, Sanskrit, and a little of Latin.	F.E.A., 1869.	4 3 0	3rd Assistant Master, High School, Ahmednagar.	50 0 0	
English and Gujarati.	None.	3 0 0	Drawing Master, Training College, Dharwar.	50 0 0	
English and Sanskrit.	Matriculated 1870.	2 1 17	Sanskrit Teacher, Training College, Ahmedabad.	50 0 0	
English and Sanskrit.	Matriculated 1872.	2 1 16	Head Master, Anglo-Vernacular School, Mahava.	50 0 0	From Kattywar Educational Funds.
English and Sanskrit.	Matriculated 1873.	1 8 27	Head Master, English School, Pálanpur.	50 0 0	From Pálanpur State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
363	Ganesh Shridhar Kolatkar..	24	Brahmin ..	Sángli	Ratnágiri ..	Marathi ..
364	Gangadhar Pandurang Gadre	25	Brahmin ..	Wái	Deccan College .	Marathi ..
365	Lalitashankar Lalshankar Vyas.	24	Brahmin ..	Surat	Elphinstone College.	Gujarati ..
366	K. Ramrao Mahaling. ..	21	Suraswat Brahmin.	Mangalore ..	Provincial School, Mangalore.	Konkani ..
367	Chunilal Amratrai	21	Brahmin ..	Petlad	Elphinstone College.	Gujarati ..
					Class V., from Rs. 30	
368	Vithaldas Mahashankar Desai.	33	Vania.. ..	Kapadvanj ..	Ahmedabad Normal School	Gujarati ..
369	Mahomed Isak Abdul Rahiman Kazi.	51	Mahomedan Kazi.	Larkana ..	Old Hála Private School.	Sindhi ..
370	Narayan Ballal Supre ..	50	Brahmin ..	Ratnágiri ..	Poona Training College.	Marathi ..
371	Harilal Hargovind Modi ..	41	Vania.. ..	Nariád	Surat Normal School.	Gujarati ..
372	Gopal Yadneshwar Bhide ..	29	Brahmin ..	Málgund ..	Poona Training College.	Marathi ..
373	Umedali Janmahomed Shahbaz Khanani.	29	Mahomedan (Pattan).	Hyderabad ..	Normal School, Kurrachee.	Sindhi ..
374	Hari Vithal Patak	41	Brahmin ..	Magun (Ratnágiri).	Poona Training College.	Marathi ..
375	Vinayak Annant Bapat ..	28	Brahmin ..	Poona	Deccan College ..	Marathi ..
376	Govind Kashinath Phadnis.	29	Brahmin ..	Bassein	Poona Training College.	Marathi ..
377	Jelhatal Asharam Parekh ..	38	Vania	Mehmadabad ..	Ahmedabad Normal School	Gujarati ..
378	Abdula Mian Saheb Syed ..	47	Mahomedan ..	Ahmedabad ..	Private Tuition.	Urdu ..
379	Gulabdas Gopaldas	42	Vania	Surat	Surat High School.	Gujarati ..
380	Venkātesh Raghavendra Hubli.	41	Brahmin ..	Belgaum ..	Hubli School ..	Canarese ..
381	Balaji Vinayek Kale	37	Brahmin ..	Hubli	Hubli School ..	Canarese ..

[illegible]	[illegible]	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Sanskrit and a [illegible] Persian.	Matriculated 187[illegible].	1 8 28	Head Master, Anglo-Vernacular School, Mudhol.	50 0 0	From Mudhol State.
English and Sanskrit.	F.E.A., 1872.	1 8 4	5th Assistant Master, Rájárám High School, Kolhápur.	50 0 0	Paid from Kolhápur State.
English and Sanskrit.	Matriculated 1872.	1 4 6	1st Assistant Master, Sir Jamsetji School, Surat.	50 0 0	From Parsi Panchayet Fund.
English and Canarese.	Madras F.E.A.	0 5 1	Acting 3rd Assistant, English School, Karwar.	50 0 0	
English and Sanskrit.	Matriculated 1875.	0 6 22	Head Master, Anglo-Vernacular School, Bhuj.	50 0 0	From Cutch State.
(b)—Below Rs. 50.					
A little of English.	None	18 8 16	Head Master, Vernacular School, Kapadvanj.	48 10 8	From Local Funds.
Persian and Urdu.	None	24 2 0	Head Master, Vernacular School, Rohri.	48 0 0	Paid from Local Funds.
A little of English and [illegible].	None	22 11 2	Head Master, Superior Vernacular School, No. I., Násik.	48 0 0	From Local Funds.
A little of English.	None	26 10 0	Head Master, Vernacular School, Kaira.	47 11 6	Do.
None	None	13 0 27	Head Master of the Superior Vernacular School, No. II, at Ratnagiri.	47 4 0	Paid from Local Funds.
Persian and [illegible]	None	18 5 20	Head Master, Anglo-Vernacular School, [illegible].	47 0 0	From Local Funds.
None	None	21 7 10	Head Master, Satara, No. II.	46 0 0	
English and [illegible]	Matriculated [illegible]	6 9 0	Acting 9th Assistant Master (Maráthi Side), Elphinstone High School.	46 0 0	
English	None	5 9 0	Head Master, Superior Vernacular School, Malvan.	45 [illegible] 0	
A little of English and [illegible]	None	17 8 0	Head Master, Vernacular School, Thasra.	45 0 0	From Local Funds.
English, Gujarati, Persian and Arabic.	None	22 0 25	Teacher of Urdu, Ahmedabad Training College.	45 0 0	
English	None	21 4 18	Head Master, Vernacular School, Rander.	45 0 0	From Local Funds.
Marathi and a little of English.	None	21 8 0	Head Master, Anglo-Vernacular School, Athni.	45 0 0	
Marathi	None	20 2 0	Head Master, Canarese School, Hongal.	45 0 0	

No.	Name.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
382	[illegible] Kalidas Sukal ..	33	Brahmin ..	Matar	Ahmedabad Normal Class.	Gujarati
383	[illegible] Manikji Sukal ..	39	Brahmin ..	Nariad	Ahmedabad Normal Class.	Gujarati
384	Sorabji Pestanji Batha ..	38	Parsi	Bombay	Elphinstone College.	Gujarati
385	Vandravandas Makundas Kotpare.	39	Vania	Mehmadabad ..	Ahmedabad Training College.	Gujarati
386	Venkatesh Khanderao Gadil.	38	Brahmin ..	Poona	Sassoon Marathi School.	Marathi
387	Chhotalal Harigovind Modi	34	Vania	Nariad	Ahmedabad Training College.	Gujarati
388	[illegible] Ravelnath Deshpande	35	Goud Brahmin	Tambulwad (Belgaum).	Belgaum High School.	Marathi
389	Natvarlal Govindram Tra-[illegible]	38	Brahmin ..	Kapadvanj ..	Kapadvanj ..	Gujarati
390	[illegible] Shravan Gokhle	32	Brahmin ..	Poona	Poona High School.	Marathi
391	Shivshankar Kashiram Sukal.	32	Brahmin	Mehmadabad ..	Ahmedabad Normal Class.	Gujarati
392	Devappa Narayan Kotnitar.	31	Brahmin ..	Honawar	Honawar School	Konkani
393	Vishnu Appaji Dabke ..	33	Brahmin ..	Asuda	Ratnagiri High School.	Marathi
394	[illegible] Sevakram Nilkanth.	36	Brahmin ..	Surat	Surat and Bombay High Schools.	Gujarati
395	Shankar Mahadeo Naik ..	30	Brahmin ..	Golap (Ratnagiri).	Ratnagiri High School.	Marathi
396	Sorabji Mancherji Pavri ..	27	Parsi	Navsari	Navsari School	Gujarati
397	[illegible] Mahadevram Mehta.	27	Brahmin ..	Surat	Surat High School and Elphinstone College.	Gujarati
398	[illegible] Hardevram Desai.	27	Brahmin ..	Broach	Elphinstone College.	Gujarati
399	Ramchandra [illegible] Jade.	21	Brahmin ..	Baroda	Elphinstone High School.	Marathi
400	Thakordas Navalchand Mehta.	25	Shravak ..	Surat	Surat High and Mission School.	Gujarati
401	[illegible] Ramchandra Bhagvat.	22	Amil	Kurrachee ..	Kurrachee High School.	Sindhi
402	Lalchand [illegible] Advani.	24	Amil	Hyderabad ..	Hyderabad High School.	Sindhi

Other Languages known.	University Training, Honours or Marks.	Length of Service on 1st January.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Ys. m. d.		Rs. a. p.	
Marathi	None ..	18 0 0	Head Master, Vernacular School, Dhulia.	45 0 0	From Local Funds.
A little of English.	None ..	17 9 22	Head Master, Vernacular School, Malvan.	45 0 0	Do.
English and Persian.	None ..	17 1 10	3rd Assistant Master, Fort Branch School, Bombay.	45 0 0	
English ..	None ..	16 8 0	Head Master, Vernacular School, Surat.	45 0 0	From Local Funds.
Gujarati ..	None ..	15 0 0	3rd Clerk, Curator, Government Central Book Depôt, Bombay.	45 0 0	
None ..	None ..	13 11 0	Head Master, Vernacular School, Pardi.	45 0 0	From Local Funds.
Canarese and a little of English.	None ..	12 10 0	Accountant, Educational Inspector Southern Division's Office, Belgaum.	45 0 0	
A little of English.	None ..	11 7 27	Head Master, Vernacular School, Junagarh.	45 0 0	From Kathiawar Vernacular Funds.
English ..	None ..	11 2 1	Head Accountant, Educational Inspector, North-East Division.	45 0 0	
None ..	None ..	11 7 27	Head Master, Vernacular School, No. 1, Ahmedabad.	45 0 0	From Local Funds.
Canarese and English.	None ..	11 1 8	Head Master, Anglo-Vernacular School, Sirsi.	45 0 0	
English and Sanskrit.	Matriculated 1867.	9 9 23	7th Assistant Master, Ratnagiri High School.	45 0 0	
English ..	None ..	9 4 14	Head Master, Vernacular School, Dakore.	45 0 0	From Local Funds.
English ..	Matriculated 1865.	8 8 24	11th Assistant Master, Poona High School.	45 0 0	
English ..	None ..	7 7 25	Teacher of Gymnastics, Ahmedabad High School and Training College.	45 0 0	
English and a little of Sanskrit.	Matriculated 1868.	6 6 14	Translator, [illegible] Educational Department.	45 0 0	
English and Sanskrit.	Matriculated 1868.	5 7 1	4th Assistant Master, Broach High School.	45 0 0	
English and Gujarati.	None ..	5 6 11	Acting Head Master, Baroda [illegible] School, No. 2.	45 0 0	From Baroda State.
English and a little of Sanskrit.	Matriculated 1869.	5 2 0	5th Assistant Master, High School, Broach.	45 0 0	
English and Hindustani.	Matriculated 1872.	4 9 0	7th Assistant Master, Hyderabad High School.	45 0 0	
English, Persian and Hindustani.	Matriculated 1872.	4 8 0	4th Assistant Master, High School, Shikarpur.	45 0 0	

No.	Name	Age	Sect or Religion	Birthplace	Where Educated	Vernacular
1	2	3	4	5	6	7
[illegible]	[illegible] Balaji [illegible]	30	Brahmin	Gothane, Ratnagiri	Belgaum High School	Marathi
[illegible]	[illegible] Devashankar Vora	24	Vania	Ahmedabad	Elphinstone College	Gujarati
[illegible]	[illegible] R. Desai	24	Kshatri	Surat	Surat High School	Gujarati
[illegible]	[illegible] Patwardhan	32	Brahmin	Sángli	Belgaum Mission School	Marathi
[illegible]	[illegible] Parmanandas Oza	23	Brahmin	Bhaunagar	Bhaunagar High School	Gujarati
[illegible]	[illegible] Chemchand Gidra	[illegible]	Vania	Shikárpur	Kurrachee High School	Sindhi
[illegible]	[illegible] Damodar Joshi	24	Brahmin	Kapadvanj	Elphinstone High School	Gujarati
[illegible]	[illegible] Girdhardas [illegible]	25	Vania	Umreth	Elphinstone College	Gujarati
[illegible]	[illegible] Mahipatram Oza	22	Brahmin	Gogo	Bhaunagar High School	Gujarati
[illegible]	[illegible] Mancharam Sukal	35	Brahmin	[illegible]	Ahmedabad Training College	Gujarati
[illegible]	[illegible] Krishnaram Joshi	42	Brahmin	Amod	Surat Normal School	Gujarati
[illegible]	[illegible]	24	Kanbi	[illegible]	Surat English School	Gujarati
[illegible]	[illegible]	[illegible]	Brahmin	Mahuva	Ahmedabad Training College	Gujarati
[illegible]	[illegible] Sakharam Vaidya	43	Brahmin	Khandesh	Dhulia Marathi School	Marathi
[illegible]	Mahadeva Anant [illegible]	35	Brahmin	Násik	Poona Training College	Marathi
[illegible]	[illegible] Rao	34	Brahmin	Poona	Poona Training College	Marathi
[illegible]	[illegible] Moreshvar Bodas	34	Brahmin	[illegible]	Poona Marathi School	Marathi
[illegible]	[illegible] Bhat	37	Brahmin	Umreth	Umreth Vernacular School	Gujarati
[illegible]	[illegible] Ramchandra [illegible]	53	[illegible]	[illegible]	Belgaum High School	Canarese
[illegible]	[illegible] Waman [illegible]	34	Brahmin	Poona	Poona Training College	Marathi
[illegible]	[illegible] Yadneshwar Joshi	31	Brahmin	[illegible]	[illegible] School	Marathi
[illegible]	[illegible]	45	Maratha	Ranibennur	Ranibennur School	Canarese
[illegible]	[illegible]	43	Parsi	Surat	Surat High School	Gujarati

Other Languages known.	University Standard passed, if any.	Length of service in the Department.	Present Appointment.	Monthly Salary.	How paid.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Gujarati.	Matriculated 1871.	4 7 0	Tutor to the Sir Desai Sirsangji.	45 0 0	Paid from the Sirsangji State.
English and Persian.	Matriculated 1870.	3 10 17	1st Assistant, Branch School No. I, Ahmedabad.	42 0 0	
English	Matriculated 1871.	3 9 27	Head Master, English School, Dholka.	45 0 0	
English and Sanskrit.	Matriculated 1872.	3 7 0	Head Master, English School, Umreth.	45 0 0	Paid from the [illegible] State.
English	Matriculated 1872.	3 4 17	4th Assistant Master, Bhaunagar High School.	45 0 0	Paid from the [illegible] Educational Fund.
English and a little of Sanskrit.	Matriculated 1869.	2 4 6	Head Master, Anglo-Vernacular School, Tharasha.	45 0 0	From Local Funds.
English, Marathi and Sanskrit.	Matriculated 1872.	2 11 10	1st Assistant Master, 1st Grade Anglo-Vernacular School, Balsar.	45 0 0	
English and Sanskrit.	Matriculated 1873.	2 8 20	4th Assistant Master, Nadiad High School.	45 0 0	
English	Matriculated 1871.	1 8 22	5th Assistant Master, High School, Bhaunagar.	45 0 0	From Bhaunagar Educational Fund.
None	None	14 4 0	Head Master, Vernacular School, Mehsana.	44 8 0	From Local Funds.
English, Marathi and Sanskrit.	Matriculated 1871.	20 2 14	Head Master, Vernacular School, Borsad.	44 0 0	Do.
English	None	15 0 13	Head Master, 2nd Grade Anglo-Vernacular School, Nandod.	43 14 0	From Nandod State.
None	None	9 10 4	Head Master, Vernacular School, Kolargaon.	43 9 6	From Local Funds.
A little of English.	None	15 1 20	Head Master, Superior Vernacular School No. I, Amalner.	43 0 0	Do.
English and a little of Sanskrit.	None	15 9 27	Head Master, 2nd Grade Anglo-Vernacular School, Yaval.	43 0 0	Do.
A little of English.	None	19 4 3	Head Master, 2nd Grade Anglo-Vernacular School, Malegaon.	43 0 0	Do.
English	None	14 0 0	Head Master, 2nd Grade Anglo-Vernacular School, Chopda.	43 0 0	Do.
None	None	19 5 17	Head Master, Vernacular School, Mahuval.	43 0 0	From Kolhapur Educational Funds.
English and a little of Sanskrit.	Matriculated 1873.	5 6 0	Acting 4th Assistant Master, Dharwar High School.	42 0 0	
English	None	18 1 0	Head Master, 2nd Grade Anglo-Vernacular School, Wai No. I.	40 8 0	From Local Funds.
Canarese	None	33 3 0	Head Master Anglo-Vernacular School, Chikodi.	40 0 0	
Marathi	None	26 1 0	Head Master, Anglo-Vernacular School, Haveri.	40 0 0	
English	None	23 3 0	2nd Assistant Master, Third Panchayat English School, Surat.	40 0 0	From Panchayat Funds.

No.	Name.	Age.	Caste or Religion.	Birth-place.	Where trained.	Vernacular.
1	2	3	4	5	6	7
426	Narayan Chintaman Athavale.	38	Brahmin ..	Guhagar ..	Guhagar School	Marathi.
427	Trikamchand Vithaldas [illegible].	42	Vania ..	Ahmedabad ..	Ahmedabad High School.	Gujarati.
428	[illegible] Motiram Jani ..	42	Brahmin ..	Mátar	Mátar Vernacular School.	Gujarati.
429	[illegible] Umiyaram Trivedi ..	44	Brahmin ..	Thásra	Ahmedabad Training College.	Gujarati.
430	[illegible] Mangalram [illegible].	44	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarati.
431	[illegible] Bapuji Patwardhan	55	Brahmin ..	Wái	Poona Pátshála.	Marathi.
432	Ganesh Ramchandra Bhide ..	42	Brahmin ..	Poona	Deccan College ..	Marathi.
433	[illegible] Gangadhar Mandale..	37	Brahmin ..	Kalyán	Poona Training College.	Marathi.
434	[illegible] Purshotam Vyas ..	48	Brahmin ..	Nandod	Ahmedabad High School.	Gujarati.
435	[illegible] Ramchandra [illegible].	57	Brahmin ..	Pali	Patshala, Poona.	Marathi.
436	[illegible] Chennappa Hali[illegible].	35	Jain	Bidi (Belgaum)	Bidi and Dharwar Schools.	Canarese.
437	[illegible] Gordhanram [illegible].	39	Brahmin ..	Nadiád	Ahmedabad Training College.	Gujarati.
438	Govind Vishnu [illegible] ..	36	Brahmin ..	Borwadi ..	Poona Training College.	Marathi.
439	[illegible] Janardan Sawargaonkar.	37	Brahmin ..	Yeola	Poona Training College.	Marathi.
440	[illegible] Bhaskar Damle ..	37	Brahmin ..	Ratnágiri ..	Poona Training College.	Marathi.
441	[illegible] Keshav Parchure	34	Brahmin ..	Poona	Poona Training College.	Marathi.
442	[illegible] Jadhavram Kandwalla.	35	Vania	Surat	Elphinstone High School.	Gujarati.
443	[illegible] Atmaram [illegible].	37	Vania	Bulsar	Bulsar Vernacular School.	Gujarati.
444	[illegible] Narhar Joshi ..	40	Brahmin ..	Poona	Poona Training College.	Marathi.
445	Keshav Sadashiv [illegible] ..	35	Brahmin ..	Sangamner ..	Dhulia Training School.	Marathi.
446	[illegible] Jayashankar Oza.	32	Brahmin ..	Bhaunagar ..	Rajkot Normal Class.	Gujarati.
447	Ganesh Ramchandra Dongre.	39	Brahmin ..	[illegible] (Ratnágiri)	Poona Training College.	Marathi.
448	[illegible] Narayan [illegible].	35	Brahmin ..	Parner	Poona Training College.	Marathi.
449	Keshav Gangadhar [illegible].	34	Brahmin ..	Chiplun	Poona Training College.	Marathi.
450	Keshav Hari Abhyankar ..	33	Brahmin ..	[illegible] (Dharwar)	Belgaum Training College.	

Other Languages known.	Professional Standard, if attained, if any.	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	None	22 6 0	Assistant Master, Training School, Kolhapur.	40 0 0	7 years, 4 months and 9 days in Kolhapur State. Paid from Kolhapur State.
English	None	21 6 22	Head Master, Vernacular School, Virangam.	40 0 0	From Local Funds.
A little of Hindustani, Sanskrit and Marathi.	None	22 7 0	Head Master, Vernacular School, Wadhwan.	40 0 0	From Municipal Educational Funds.
None	None	20 10 8	Head Master, Vernacular School, Chikodi.	40 0 0	From Local Funds.
English and Sanskrit.	None	20 7 14	Head Master, Vernacular School, Karla.	40 0 0	Do.
English and Sanskrit.	None	20 1 8	Head Master, Poona Camp Vernacular School.	40 0 0	Do.
English and Hindustani.	None	20 0 21	Head Master, Vernacular School, Panwel.	40 0 0	
A little of English.	None	17 11 0	Head Master, 2nd Grade Anglo-Vernacular School, Parola.	40 0 0	From Local Funds.
English, Marathi and Sanskrit.	None	20 5 24	Head Master, Vernacular School, Sadra.	40 0 0	From [illegible] Fund.
Marathi, a little Gujarati and Kanarese.	None	19 3 25	Sanskrit Teacher, Poona High School.	40 0 0	
Marathi	None	18 6 0	Head Master, Vernacular School No. 1, Bijapur.	40 0 0	
None	None	17 2 9	Head Master, Vernacular School, Parantij.	40 0 0	From Local Funds.
English and Sanskrit.	None	17 0 9	Head Master, Vernacular School, Roha.	40 0 0	
English	None	16 10 9	Head Master, Vernacular School, Pen.	40 0 0	
English	None	16 9 14	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Dhulia.	40 0 0	
English	None	16 7 0	Head Master, 2nd Grade Anglo-Vernacular School, Bassein.	40 0 0	
English	None	16 7 0	Head Master, Bhuleshvar Chowk 2nd Grade Anglo-Vernacular School, Bombay.	40 0 0	
None	None	16 10 7	Head Master, Vernacular School, Pandoli.	40 0 0	From Local Funds.
English	None	15 10 0	Head Master, Vernacular School, Chinchani.	40 0 0	
A little of English.	None	15 4 23	Head Master, Superior Vernacular School, Jalgaon.	40 0 0	From Local Funds.
None	None	15 7 7	Head Master, Vernacular School, Talaja.	40 0 0	From Kathiawar Educational Funds.
English	None	15 1 9	Head Master, Vernacular School, Thana, No. 1.	40 0 0	
English	None	15 0 0	Head Master, Vernacular School, Mahad.	40 0 0	
English	None	15 11 0	Head Master, Superior Vernacular School, Bhadgaon.	40 0 0	From Local Funds.
Sanskrit	None	15 8 0	Head Master, Vernacular School, Goregaon.	40 0 0	

No.	Name.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
451	Mahadev Ramchandra Bodas	32	Brahmin ..	Podal (Ratnágiri).	Belgaum High School.	Marathi
452	Gopalrao Vyaji Raje ..	36	Parbhu ..	Tanna	Poona College ..	Marathi
453	Anant Trimbak Marathe	33	Brahmin ..	Násik	Poona Training College.	Marathi
454	Nowroji Ardeshir [illegible]	34	Parsi ..	Surat	Elphinstone Institution.	Gujarati
455	Govind Gopal Yeolekar ..	31	Brahmin ..	Yeol	Poona High School.	Marathi
456	Mahadev Sitaram Kirtane ..	32	Brahmin ..	Rajuri (Poona) ..	Poona Training College.	Marathi
457	Motiram Atmaram Tanka-ria.	35	Vania ..	Surat	Surat High School.	Gujarati
458	[illegible] Gujawatle ..	35	Brahmin	Madras	Trevandrum High School & Normal School, Coimbatore.	Canarese
459	Mahadeo Shridhar Bhave ..	37	Brahmin ..	Miraj	Poona Training College.	Marathi
460	Dossabhai Edalji Kanga ..	33	Parsi ..	Navsari	Elphinstone High School.	Gujarati
461	Bhavanishankar Jayshankar Pandya.	32	Brahmin ..	Boravala ..	Rájkot Normal Class.	Gujarati
462	Narayen Manohar Bhoghe ..	34	Brahmin ..	Ahmednager ..	Poona Training College.	Marathi
463	Nagesh Kalappa Morabwar ..	31	Koshti ..	Sholápur ..	Sholápur English School.	Telugu
464	Ramchandra Sukharam Kel-kar.	38	Brahmin ..	Ratnágiri ..	J. J. English School.	Marathi
465	Sakharam Krishna Sathe ..	34	Brahmin ..	Amalner ..	Poona High School.	Marathi
466	Pranjivan Ramnarayan Desai.	30	Brahmin ..	Olpád	Training School, Surat.	Gujarati
467	[illegible] Shastri bin Sadashew Shastri Godbole.	55	Brahmin ..	Wai	Poona School ..	Marathi
468	Manekchand Amerchand Parekh.	35	Vania ..	Karsara	Rajkot Normal Class.	Gujarati
469	Vinayek Yeshwant Desh-pande.	33	Brahmin ..	Sangamner ..	Money Institution, Bombay.	Marathi
470	Ganesh Rawji Digraskar ..	36	Brahmin ..	Digraj (Sángli).	Dharwar English School.	Marathi
471	Dewchand Vasumal Butani	30	Amil ..	Hyderabad (Sind.)	Hyderabad High School.	Sindhi
472	Narayan Vaijanath Gadre ..	30	Brahmin ..	Sawant Wári ..	Poona	Marathi
473	Gopal Shankar Tikhe	31	Brahmin ..	Poona	Poona High School.	Marathi
474	Vishwanath Sadashew Deo-dhar.	28	Brahmin ..	Násik	Poona High School.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Yrs.	m.	d.		Rs.	a.	p.	
Canarese and English.	None ..	13	6	0	Head Master, Anglo-Vernacular School, Bagalkot.	40	0	0	
English	None ..	13	5	0	2nd Assistant Master, Jaganath Sunkerset Anglo-Vernacular School, Bombay.	40	0	0	
English	Matriculated 1867	13	5	0	Head Master, Superior Vernacular School, Newasa.	40	0	0	From Local Funds.
English	None	13	5	0	1st Assistant Master, Chandawadi 1st Grade Anglo-Vernacular School, Bombay.	40	0	0	
English	Matriculated 1868	13	1	0	4th Assistant Master, Násik High School.	40	0	0	
English	None ..	13	1	0	Head Master, Vernacular School, Alibág, No. I.	40	0	0	
English	None ..	13	1	0	2nd Clerk, Educational Inspector N. D.'s Office.	40	0	0	
English and Tamil.	None ..	13	0	5	Practising School Master, Dhárwár Training College.	40	0	0	
English and Sanskrit.	None ..	13	0	0	Head Master, Superior Vernacular School, No. I., Poona.	40	0	0	
English	None ..	12	9	21	4th Assistant Master, Fort Branch School, Bombay.	40	0	0	
English	None ..	12	9	16	Head Master, 2nd Grade Anglo-Vernacular School, Wadwhán.	40	0	0	From Kattywar Educational Funds.
English	None ..	12	8	8	Head Master, Vernacular School, Bhiwandi.	40	0	0	
English, Marathi and Urdu.	Matriculated 1874.	12	3	20	3rd Assistant Master, English School, Sholápur.	40	0	0	
English ..	None ..	12	2	18	4th Clerk, Curator Book Depôt, Bombay.	40	0	0	
English	None ..	12	0	6	Head Master, Superior Vernacular School, Sauda.	40	0	0	Paid from Local Funds.
English	None ..	12	0	0	Head Master, Sujitra Gujarati School, Baroda.	40	0	0	Paid from Baroda State.
Sanskrit ..	None ..	11	4	0	Guru, Sángli Nyaya Logic School.	40	0	0	Paid from Sángli State.
None	None ..	11	4	0	Head Clerk, Deputy Educational Inspector, Kattywar.	40	0	0	From Kattywar Educational Funds.
English and Gujarati.	None ..	10	11	11	Clerk, Poona High School ..	40	0	0	
Canarese and English.	None ..	10	8	0	Head Master, Anglo-Vernacular School, Gokák.	40	0	0	
English, Persian and Hindustani.	Matriculated 1876.	10	7	0	Acting 5th Assistant Master, Narayen Jaganath High School, Kurrachee.	40	0	0	
Sanskrit ..	None ..	9	8	0	Sanskrit Teacher, Ratnágiri High School.	40	0	0	Of this 5 years, 3 months and 16 days were spent in the Sawant Wari State.
English	None ..	9	7	6	1st Clerk, Educational Inspector, Central Division's Office.	40	0	0	
English and a little of Sanskrit.	Matriculated 1867	9	4	13	4th Assistant Master, English School, Tanna.	40	0	0	

No.	Name.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
475	Mahadeva Sakharam Kashikar.	30	Brahmin ..	Chiplun ..	Ratnágiri High School.	Marathi ..
476	Jagannath Jivanram Bhát..	27	Brahmin ..	Mota	Elphinstone High School.	Gujarati ..
477	Gopal Ramchandra Vaze ..	30	Brahmin ..	Guhágar ..	Ratnágiri High School.	Marathi ..
478	Sadasiv Babji Vaidya ..	30	Brahmin ..	Benáres ..	Poona Training College.	Marathi ..
479	Venkaji Gopal Behare ..	28	Brahmin ..	Ratnágiri ..	Ratnágiri High School.	Marathi ..
480	Anant Kashinath Oke ..	28	Brahmin ..	Poona	Poona High School.	Marathi ..
481	Jagannath Balkrishna Limaye.	30	Brahmin ..	Pen (Kolába) ..	Elphinstone High School.	Marathi ..
482	Dhaso Shridhar Joshi ..	29	Brahmin ..	Gokák	Belgaum High School.	Canarese ..
483	Narshiram Dulabhram Joshi.	35	Brahmin ..	Mehmudabad ..	Poona Civil Engineering College.	Gujarati ..
484	Kashiprasad Sadasive Desai.	27	Brahmin ..	Olpad	Elphinstone College.	Gujarati ..
485	Vishnu Ganesh Subnis ..	29	Goud Brahmin.	Sáwant Wári ..	Free Church Institution, Bombay.	Marathi ..
486	Jadaram Mangalji Anantani.	32	Brahmin ..	Bhuj	Rájkot High School.	Gujarati ..
487	Mahomed Idrus	40	Mahomedan .	Sholápur ..	Poona Mission School.	Urdu
488	Ganesh Hari Rukadikar ..	35	Brahmin ..	Rukádi.. ..	Private tuition.	Marathi ..
489	Maneklal Atmaram Shaha ..	27	Vania ..	Tosoru	Ahmedabad Training College.	Gujarati ..
490	Odhavji G. Kankotia ..	25	Luvana ..	Rájkot	Kattywar High School, Rájkot.	Gujarati ..
491	Prabhulal Utamram Pandya.	27	Brahmin ..	Máhuda ..	Ahmedabad Training College.	Gujarati ..
492	Kashinath Govind Karmarkar.	26	Brahmin ..	Mangalvedhe ..	Deccan College.	Marathi ..
493	Shripad Tamaji Shindgi ..	26	Brahmin ..	Miraj	Kolhápur High School.	Marathi ..
494	Khubchand Pohumal Kirpalani.	23	Amil ..	Hyderabad ..	Kurrachee High School.	Sindhi ..
495	Ramchandra Balal Hardikar.	35	Brahmin ..	Ratnágiri ..	Private tuition.	Marathi
496	Balvant Vishnu Bhide ..	37	Brahmin ..	Tárgaon ..	Deccan College.	Marathi ..
497	Mahomed Virgi Patel ..	25	Mahomedan.	Bombay ..	Elphinstone College.	Cutchi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	Matriculated 1867.	9 3 0	8th Assistant Master, High School, Ratnágiri.	40 0 0	
English	None ..	9 2 25	Head Master, Branch School, Rájkot.	40 0 0	From Kattywar Educational Funds.
English	Matriculated 1869.	9 1 23	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Kalyán.	40 0 0	
English	None ..	9 0 19	Head Master, Vernacular School, Dápoli.	40 0 0	From Local Funds.
English and Sanskrit.	Matriculated 1868.	8 3 19	4th Assistant Master (Marathi Side), Belgaum Sirdars' High School.	40 0 0	
English	Matriculated 1868.	8 3 18	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	40 0 0	
English	Matriculated 1868.	8 2 29	1st Assistant, Phanaswadi 1st Grade Anglo-Vernacular School, Bombay.	40 0 0	
English and Marathi.	None ..	8 2 9	Head Master, Anglo-Vernacular School, Saundatti.	40 0 0	
English	None ..	7 6 19	Teacher of Drawing, Ahmedabad Training College.	40 0 0	
English and Sanskrit.	Matriculated 1869.	6 10 25	1st Assistant Master, English School, Bhaunagar.	40 0 0	From Kattywar Educational Funds.
English	None ..	6 10 0	5th Clerk, Curator Government Central Book Depôt, Bombay.	40 0 0	
English and a little of Sanskrit.	None ..	6 3 4	2nd Assistant Master, Alfred High School, Bhuj.	40 0 0	From Cutch State.
English and Persian.	None ..	6 2 0	Hindustani Teacher, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	40 0 0	
Sanskrit and a little of English.	None ..	6 0 25	Sanskrit Teacher, Rájárám High School, Kolhápur.	40 0 0	Paid from the Kolhápur State.
A little of English.	None ..	5 8 26	Head Master, Practising School, Ahmedabad.	40 0 0	From Local Funds.
English	Matriculated 1871.	5 6 28	4th Assistant Master, Kattywar High School.	40 0 0	
A little of Sanskrit.	None ..	5 2 5	3rd Assistant Master, Training College, Ahmedabad.	40 0 0	
English and Sanskrit.	Matriculated 1868.	4 9 1	1st Assistant Master, 1st Grade Anglo-Vernacular School, Bársi.	40 0 0	
English, Sanskrit and Canarese.	Matriculated 1873.	4 7 0	Head Master, Anglo-Vernacular School, Kágal.	40 0 0	Paid from the Kolhapur State.
English, Persian and Hindustani.	Matriculated 1873.	3 6 0	5th Assistant Master, High School, Shikárpur.	40 0 0	
Gujarati ..	None ..	2 6 0	Native Accountant, Curator Government Central Book Depôt, Bombay.	40 0 0	
English and Sanskrit.	F.E.A., 1872.	2 3 22	3rd Assistant Master, Satara High School.	40 0 0	
English, Hindustani, Gujarati, and Persian.	Matriculated 1870.	2 3 11	Assistant Master, Anglo-Hindustani Branch, Camp School, Poona.	40 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
498	Pransharam Mahipatram Divan.	23	Kshatri ..	Broach	Elphinstone College.	Gujarati
499	Rangu Balkrishna Atre ..	27	Brahmin ..	Poona	Deccan College.	Marathi
500	Ramchandra Venkatesh Gadre.	28	Brahmin .	Wai	Deccan College.	Marathi ..
501	Balvantrao Harjivandas Meheta.	19	Brahmin ..	Bhaunagar ..	Bhaunagar High School.	Gujarati ..
502	Girdharlal Govardhan Pandya.	38	Brahmin ..	Mahuda ..	Ahmedabad Training College.	Gujarati ..
503	Shitaram Narhar Dhavale ..	37	Brahmin ..	Panhála ..	Poona Training College.	Marathi ..
504	Mangaldas Gadbad Modi ..	32	Vania ..	Nariád	Ahmedabad Training College.	Gujarati ..
505	Tukaram Sayaji Tile ..	37	Simpi ..	Poona	Poona Training College.	Marathi ..
506	Maganlal Ranchod Valia ..	26	Vania ..	Mátar	Ahmedabad Training College.	Gujarati ..
507	Bhagavanlal Haribhai Vijalpura.	31	Kunbi ..	Ahmedabad ..	Ahmedabad Training College.	Gujarati ..
508	Balkrishna Mahadeo Kalgooker.	44	Brahmin ..	Kalgaon ..	Poona Training College.	Marathi
509	Koudeo Keshoo Sahasrabudhe	35	Brahmin ..	Poona	Poona Training College.	Marathi ..
510	Govind Mahadeva Pundalik.	37	Brahmin ..	Bolápur (Nagar)	Government Vernacular School, Yeola.	Marathi ..
511	Sadashive Ramchandra Limaye.	44	Brahmin ..	Poona	Poona Training College.	Marathi ..
512	Ramkrishna Hari Balsari ..	39	Brahmin ..	Poona	Poona Training College.	Marathi ..
513	Mahadeo Venayek Shidore ..	37	Brahmin ..	Junnár (Poona)	Poona Training College.	Marathi ..
514	Govind Vinayek Bhave ..	30	Brahmin ..	Shiwápur (Poona).	Poona Training College.	Marathi ..
515	Trimback Bapuji Patwardhan.	29	Brahmin ..	Rahuri	Poona High School	Marathi ..
516	Jehangir H. Kanga	24	Parsi	Bombay ..	Elphinstone High School.	Gujarati ..
517	Manosukram Pranjivan Patel.	21	Brahmin ..	Mota	Elphinstone College.	Gujarati ..
518	Parvatishankar Durgashankar Meheta.	21	Vania ..	Surat	Surat High School.	Gujarati
519	Hargovind H. Vyas ..	20	Brahmin ..	Bárdoli	Elphinstone College.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	Matriculated 1872.	1 10 23	1st Assistant Master, Anglo-Vernacular School, Navanagar.	40 0 0	From Kattywar Educational Funds.
English and Sanskrit.	F. E. A., 1873.	1 8 6	12th Assistant Master, Poona High School.	40 0 0	
English and Sanskrit.	F. E. A., 1871.	1 3 14	4th Assistant Master, High School, Ahmednagar.	40 0 0	Acting for Mr. P. G. Kelkar on leave.
English and Sanskrit.	Matriculated 1875.	1 2 0	2nd Assistant and Sub. *pro tem.* 1st Assistant Anglo-Vernacular School, Bhaunagar.	40 0 0	From Kattywar Educational Funds.
A little of English.	None	10 5 0	Head Master, Vernacular School, Antroli.	39 13 6	From Local Funds.
English	None ..	12 4 21	Head Master, Superior Vernacular School, Drajapur.	39 12 0	Do.
A little of English and Sanskrit.	None ..	13 8 26	Head Master, Vernacular School, Anand.	39 5 6	Do.
None	None ..	13 9 28	Head Master, Vernacular School, Koregaon.	39 0 0	Rs. 5 as allowance for teaching night schools.
English and a little of Sanskrit.	None ..	6 6 29	Head Master, Vernacular School, Kalol.	39 0 0	From Local Funds.
None	None ..	9 8 16	Head Master, Vernacular School, Godhani.	38 13 6	Do.
None	None ..	21 1 0	Head Master, Vernacular School, Rahimpur.	38 4 0	
English ..	None ..	12 11 29	Head Master, 2nd Grade Anglo-Vernacular School, Karar, No. I.	38 4 0	
None	None ..	21 5 29	Head Master, Superior Vernacular School, No. I., Nagar.	38 0 0	From Local Funds.
A little of English.	None ..	20 0 0	Head Master, Superior Vernacular School, Dharamgam, No. I.	38 0 0	Do.
A little of English.	None ..	14 5 0	Head Master, Superior Vernacular School, Nandurbár.	38 0 0	Do.
A little of English.	None ..	14 3 18	Head Master, Superior Vernacular School, Nusseerabad, No. I.	38 0 0	Do.
English	None ..	12 4 21	Head Master, Superior Vernacular School, Sheogaon.	38 0 0	Do.
English	None ..	5 6 0	Head Master, Marathi School, Kurrachee.	38 0 0	Do.
English	Matriculated 1874.	2 4 0	Acting 3rd Assistant Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	38 0 0	
English, Sanskrit, and a little of Marathi	Matriculated 1873.	0 3 4	Sub. *pro tem.* 1st Assistant and Acting Head Master, Branch School, Rájkot.	38 0 0	From Kattywar Educational Funds.
English	None ..	23 4 21	Head Master, Vernacular School, Karmadsad.	37 8 0	From Local Funds.
English and Sanskrit.	F. E. A.	0 4 0	Acting 5th Assistant Master, Surat High School.	37 8 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
520	Shanker Balkrishna Dexit ..	25	Brahmin ..	Marad	Poona Training College.	Marathi ..
521	Nandalal Shivlal Oza ..	38	Brahmin ..	Junágad ..	Rajkot Normal Class.	Gujarati ..
522	Vinayek Ramchandra Moghe.	40	Brahmin ..	Tamne	Kolhápur English School.	Marathi ..
523	Ratanji Surbhai Desai ..	33	Brahmin ..	Kaliawade ..	Surat Training College.	Gujarati ..
524	Abdul Rauf Mahomed Saleh Ahummadani.	46	Mahomedan Kazi.	Nausharo ..	Nausharo Private School.	Sindhi ..
525	Hargovind Shivashankar Travadi.	33	Brahmin ..	Kapadvanj ..	Kapadvanj Vernacular School.	Gujarati ..
526	Ganesh Dhondeo Lele ..	32	Brahmin ..	Gowal (Ratnagiri).	Poona Training College.	Marathi ..
527	Waman Gopal Kelkar ..	25	Brahmin ..	Poona	Poona Training College.	Marathi ..
528	Shitaram Trimback Atle ..	32	Brahmin ..	Satara	Poona Training College.	Marathi ..
529	Balaji Anant Godbole ..	52	Brahmin ..	Wai	Poona Phathashalla.	Marathi ..
530	Kondeo Chintaman Vadekar.	43	Brahmin ..	Poona	Poona Government School.	Marathi ..
531	Krishnaji Keshav Sane ..	48	Brahmin ..	Atcheré (Ratnagiri).	Hubli Mission School.	Marathi ..
532	Nagindas Mulchand	42	Vania ..	Surat	Surat High School.	Gujarati ..
533	Ramchandra Balal Joglekar.	42	Brahmin ..	Paud	Indápur School.	Marathi ..
534	Chinto Dhondeo Naravene ..	42	Brahmin ..	Ratnágiri ..	Dharwar School	Marathi ..
535	Sakaram Bapuset Dandekar.	37	Sonar ..	Ratnágiri ..	Khed School ..	Marathi ..
536	Govind Krisha Villanji ..	45	Good Brahmin.	Shápur (Sángli).	Mission School, Belgaum.	Marathi ..
537	Nagindas Narbheram ..	40	Vania ..	Surat	Surat Vernacular School, No. 1.	Gujarati ..
538	Govind Chimnaji Karkare. .	39	Brahmin ..	Khápur	Jamboti Vernacular School.	Marathi ..
539	Sadaseo Sheyram Galatge ..	38	Brahmin ..	Belgaum ..	Dharwar Normal School.	Marathi ..
540	Jethashankar Premshankar Joshi.	44	Brahmin ..	Surat	Surat High School.	Gujarati ..
541	Kashinath Laximan Joshi ..	40	Brahmin ..	Khed (Poona) ..	Poona Training College.	Marathi ..
542	Kevaldas Panachand Parekh	39	Vania	Mehmadabad ..	Ahmedabad Normal Class.	Gujarati ..
543	Chhaganlal Mahishankar Pathak.	42	Brahmin ..	Ahmedabad ..	Ahmedabad Normal Class.	Gujarati ..
544	Hargovindas Rajaram Parekh.	35	Vania ..	Balsar	Balsar Vernacular School.	Gujarati ..
545	Balaji Shankar Bapat ..	37	Brahmin ..	Pulen	Poona Training College.	Marathi ..
546	Ganesh Balkrishna Panalkar	35	Brahmin ..	Kolhápur ..	Kolhápur English School.	Marathi ..
547	Balwant Vasudeo Joglekar ..	26	Brahmin ..	Máhuli	Satara Vernacular School.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated 1874.	5 8 24	Head Master, Vernacular School, Rewadanda.	37 4 0	Paid from Local Funds.
None ..	None ..	18 6 29	Head Master, Vernacular School, Morvi.	37 0 0	From Kattywar Educational Funds.
English and Canarese.	None ..	15 2 5	Head Master, Anglo-Vernacular School, Rámdurg.	37 0 0	Paid from the Rámdurg State.
A little of English.	None ..	10 10 0	Head Master, Vernacular School, Karsad.	36 10 6	From Local Funds.
Arabic, Persian, and Urdu.	None ..	19 4 18	Head Master, Vernacular School, Nansharo.	36 0 0	Do.
None	None ..	14 10 0	Head Master, Vernacular School, Edar.	36 0 0	From Edar State.
None	None ..	11 3 7	Head Master, Vernacular School, Vitte.	36 0 0	Rs. 6 as allowance for teaching night school.
Sanskrit and a little of English.	None ..	4 10 9	Head Master, Vernacular School, No. I., Vingorla.	36 0 0	From Local Funds.
None	None ..	6 10 1	Head Master, Vernacular School, Ashta, No. I.	35 4 0	
Sanskrit. ..	None ..	28 10 5	Marathi Clerk to the Deputy Educational Inspector, Poona.	35 0 0	
None	None ..	26 5 13	Sir Master, Peint State ..	35 0 0	From Local Funds.
Canarese ..	None ..	25 10 14	Head Master, Vernacular School, Nalatwad.	35 0 0	Do.
English	None ..	24 7 5	Head Master, Vernacular School, No. VII., Surat.	35 0 0	Do.
None	None ..	24 1 0	Head Master, Superior Vernacular School, No. II., Poona.	35 0 0	Do.
Canarese ..	None ..	23 9 11	Head Master, Marathi School, No. I., Belgaum.	35 0 0	
None	None ..	23 9 0	Head Master, Vernacular School, Tanna, No. II.	35 0 0	
English and Canarese (colloquial).	None ..	22 10 0	Clerk, Educational Inspector, Southern Division's Office, Belgaum.	35 0 0	From Local Funds.
None	None ..	22 4 29	Head Master, Vernacular School, No. III., Surat.	25 0 0	Do.
Canarese ..	None ..	21 2 0	Head Master, Vernacular School, Supa.	35 0 0	
Canarese ..	None ..	20 10 22	Head Master, Anglo-Vernacular School, Sindgi.	35 0 0	From Local Funds.
English ..	None ..	19 4 9	Head Master, Vernacular School, No. VI., Surat.	35 0 0	Do.
A little of English.	None ..	18 6 0	Head Master, Superior Vernacular School, Shirpur.	35 0 0	Do.
A little of English.	None ..	17 8 23	Head Master, Vernacular School, Dhandhuka.	35 0 0	Do.
None	None ..	17 5 0	Head Master, Vernacular School, No. VI., Ahmedabad	35 0 0	Do.
A little of English.	None ..	17 3 0	Head Master, Vernacular School, Balsar.	35 0 0	Do.
English	None ..	17 0 13	Head Master, Vernacular School, Dabhol.	35 0 0	Do.
English	None ..	16 8 26	Assistant Master, Rájárám High School, Kolhápur.	35 0 0	Paid from Kolhápur State.
None	None ..	16 5 14	Head Master, No. I. School, Satara.	35 0 0	Rs. 6 as allowance for teaching night school.

No.	Names.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
548	Sadashiva Moreshwar Devekhar.	35	Brahmin	Godhra	Godhra 2nd Grade Anglo-Vernacular School	Marathi
549	Narberam Bhanjabhai Pandya.	41	Brahmin	Surat	Surat High School.	Gujarati
550	Gurappa Appa Murtale	39	Lingayet	Kágal	Belgaum Training College.	Canarese
551	Jaganath Jethalal	36	Brahmin	Dhrángadra	Ahmedabad Training College.	Gujarati
552	Balkrishna Babaji Karkare	36	Brahmin	Ratnágiri	Dhulia Training College.	Marathi
553	Francis Rebello	32	Christian	Tanna	Tanna English School.	Portuguese
554	Ramchandra Annaji Dixit	35	Brahmin	Kaládgi	Mangoli School	Canarese
555	Narayen Damodhar Gune	36	Brahmin	Ratnágiri	Ratnágiri School	Marathi
556	Surajram Ramnath Vyas	35	Brahmin	Matar	Ahmedabad Training College.	Gujarati
557	Balkrishna Hari Hangdav	42	Shenvi	Vingorla	Vingorla School.	Marathi
558	Edalji Barjorji Patel	35	Parsi	Surat	Surat High School and Parsi Panchayet School, Surat.	Gujarati
559	Paragji Nagarji Desai	34	Brahmin	Surat	Surat High School.	Gujarati
560	Bhaskhar Ganesh Gondalekar.	33	Brahmin	Dabhol	Poona Training College.	Marathi
561	Balkrishna Mansukram Travadi.	33	Brahmin	Wadasinor	Ahmedabad Training College.	Gujarati
562	Narayen Dhondo Joshi	35	Brahmin	Poona	Poona Training College.	Marathi
563	Hari Mahadev Vellankar	38	Brahmin	Sangamner	Free General Assembly's Institution, Bombay	Marathi
564	Keshav Ganesh Karmarkar	34	Brahmin	Sángli	Poona Training College.	Marathi
565	Gopal Vithal Apte	33	Brahmin	Sángli	Belgaum High School.	Marathi
566	Revansiddappa Dondappa	31	Lingayet	Saundatti	Belgaum Training College.	Canarese
567	Govind Ganesh Joshi	34	Brahmin	Poona	Poona Mission School.	Marathi
568	Vinayak Parashram Datar.	33	Brahmin	Lakshmeshwar	Dharwar English School	Marathi
569	Dhondo Venku Jakatdar	33	Maratha	Dhulia	Dhulia High School.	Marathi
570	Fakirbhai Haribhai Marphatia.	31	Vania	Broach	Broach High School and Gokaldas School, Bombay	Gujarathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			Remarks.
8	9	10			11	12			13
		Yrs.	m.	d.		Rs.	a.	p.	
English and Urdu.	None	16	5	14	Head Clerk, Assistant Deputy Inspector, Panch Mahals and Rewa Kánta.	35	0	0	Rs. 5 from Rewa Kánta Educational Funds.
English and a little Marathi.	None	16	5	6	4th Clerk, Educational Inspector, N. D.	35	0	0	
Marathi	None	16	0	0	Head Master, Vernacular School, No. I., Bailhongal.	35	0	0	
A little of English.	None	15	6	0	Head Master, Vernacular School, No. I., Bhuj.	35	0	0	From Cutch State.
A little of English and Sanskrit.	None	14	8	19	Head Master, Superior Vernacular School, Chandore.	35	0	0	From Local Funds.
English and Marathi.	None	14	6	24	Head Master, Tanna Portuguese School.	35	0	0	
Marathi	None	14	5	5	Head Master, Vernacular School, No. I., Kaládgi.	35	0	0	
Canarese	None	14	3	0	Head Master, Anglo-Vernacular School, Indi.	35	0	0	
A little of English and Sanskrit.	None	13	8	11	Head Master, Vernacular School, Moholel.	35	0	0	From Local Funds.
English	None	13	8	6	Head Master, 2nd Grade Anglo-Vernacular School, Tálegaon Dabháde.	35	0	0	Do.
English	None	13	8	0	2nd Assistant Master, Branch School, No. I., Surat.	35	0	0	
English	None	13	7	21	3rd Clerk, Educational Inspector, N. D.	35	0	0	
English	None	13	7	15	Head Master, 2nd Grade Anglo-Vernacular School, Uran.	35	0	0	
English and a little of Sanskrit.	None	13	5	26	1st Assistant Master, Gujarati School, No. I., Baroda.	35	0	0	From Baroda State.
English and Sanskrit.	None	13	1	4	3rd Assistant Master, Poona Training College.	35	0	0	
English	None	13	0	8	3rd Assistant Master, Jaganath Sankerset 1st Grade Anglo-Vernacular School, Bombay.	35	0	0	
English	None	13	0	0	Head Master, 2nd Grade Anglo-Vernacular School, Tasgaon, No. 1.	35	0	0	
English and Canarese.	None	12	5	0	Head Master, Anglo-Vernacular School, Bijápur.	35	0	0	
Marathi	None	12	3	0	Head Master, Vernacular School, Sampgaon.	35	0	0	
English	None	12	0	20	Head Master, Superior Vernacular School, Karmála.	35	0	0	From Local Funds.
English and Canarese.	None	11	9	0	1st Assistant, 1st Grade Anglo-Vernacular School, Dharwar.	35	0	0	
English	None	11	3	0	English Teacher, 2nd Grade Anglo-Vernacular School, Málegaon.	35	0	0	From Local Funds.
English	None	10	10	19	Head Master, Gujaráti School, Kuddi.	35	0	0	From Baroda State.

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
571	Krishnaji Shridhar Pathak	32	Brahmin	Ratnágiri	Poona Training College.	Marathi
572	Ramchandra Narayan Patre.	41	Parbu	Kolhápur	Kolhápur School and Money Institution, Bombay.	Marathi
573	Pragji Narayan Desai	28	Brahmin	Balsár	Balsar English School.	Gujarati
574	Genesh Balwant Limaye	30	Brahmin	Satara	Poona Training College.	Marathi
575	Vishwanath Chintaman Gore	31	Brahmin	Poona	Poona High School.	Marathi
576	Anant Vishwanath Chatre	50	Brahmin	Miráj	Miraj and Satara Schools.	Marathi
577	Chaganlal Bhukanji Travadi.	31	Brahmin	Wadasinor	Ahmedabad Training College.	Gujarati
578	Balaji Shridar Sahasrabudhe.	27	Brahmin	Satara	Satara English School and Poona High School.	Marathi
579	Atmaram Moreshwar Thakar.	33	Brahmin	Munachee	Ratnágiri School.	Marathi
580	Ramchandra Balkrishna Sohoni.	29	Brahmin	Poona	Poona & Elphinstone High Schools.	Marathi
581	Syed Mohidin walad Meer Mahamed.	31	Musalman	Belgaum	Dharwar English School.	Hindustani.
582	Sebastian de Cruz	29	Christian	Dápoli	Sherampure, Násik.	Marathi
583	Motilal Jeychand Mahadenia	25	Vania	Ahmedabad	Ahmedabad High School.	Gujarati
584	Bhagvandas Brijbhunkandas Gandi.	28	Vania	Surat	Surat High School, Elphinstone College, & Dr. Wilson's Institution.	Gujarati
585	Gundo Shrinivas Kapsikar	31	Brahmin	Kapsi (Kolhápur).	Kolhápur Training College.	Marathi
586	Harpuram Mannalram Meheta.	25	Brahmin	Surat	Surat High School and Elphinstone College.	Gujarati
587	Parmasher Shankar Bijurkar	28	Brahmin	Bijur (Khundapur).	Karwar English School.	Canarese
588	Ganesh Shankar Dravid	28	Brahmin	Kolhápur	Kolhápur High School.	Marathi
589	Dulabram Pranvalabdas Sutaria.	27	Vania	Jaoloda, in Khandesh.	Surat High School.	Gujarati
590	Edalji Jamshedji Mistry	27	Parsi	Bombay	Elphinstone College.	Gujarati

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	None ..	10 4 20	Head Master, Superior Vernacular School, Sángola.	35 0 0	From Local Funds.
English ..	None ..	10 4 12	Head Master Anglo-Vernacular School, Kolhápur.	35 0 0	From Kolhápur State.
English ..	None ..	10 4 0	Head Master, Gujarati School, Pátan.	35 0 0	From Baroda State.
English ..	None ..	9 8 0	Head Master, Superior Vernacular School, Sholápur.	35 0 0	From Local Funds.
English ..	None ..	9 7 8	2nd Clerk, Educational Inspector, Central Division's Office.	35 0 0	
Canarese and Sanskrit.	None ..	9 2 24	Sanskrit Teacher, Belgaum High School.	35 0 0	
English, and a little of Sanskrit.	None ..	9 2 11	Head Master, Vernacular School, Dohad.	35 0 0	From Local Funds.
English and a little of Sanskrit.	Matriculated 1867.	9 1 0	4th Assistant Master, Satara High School.	35 0 0	
English ..	Matriculated 1863.	8 9 17	9th Assistant Master, Ratnágiri High School.	35 0 0	
English ..	Matriculated 1869.	8 6 25	1st Assistant, 1st Grade Anglo-Vernacular School, Pandharpur.	35 0 0	
English, Canarese, Marathi, and Persian.	None ..	8 4 0	1st Assistant, English School, Savanur.	35 0 0	Paid from the Savanur State.
English ..	None ..	7 11 16	Laboratory Assistant, Poona Civil Engineering College.	35 0 0	
English and Sanskrit.	Matriculated 1868.	7 9 23	2nd Assistant Master, Branch School, No. I., Ahmedabad.	35 0 0	
English and Latin.	Matriculated 1868.	7 0 25	1st Assistant Master, 1st Grade Anglo-Vernacular School, Camp Poona.	35 0 0	
A little of Sanskrit.	None ..	6 10 9	1st Assistant, Anglo-Vernacular School, Kolhápur, Temporary Acting as Head Master, Vernacular School, No. I., Miraj.	35 0 0	Paid from Miraj State.
English and Sanskrit.	Matriculated 1869.	6 2 23	2nd Assistant Master, Branch School No. II., Surat.	35 0 0	
Konkani and English.	None ..	6 2 17	Head Master, Anglo-Vernacular School, Yellápur.	35 0 0	
English and Sanskrit.	Matriculated 1871.	5 9 21	6th Assistant Master, Rájárám High School, Kolhápur	35 0 0	From Kolhápur State.
English and a little of Sanskrit.	None ..	5 9 4	3rd Assistant Branch School, No. II., Surat.	35 0 0	
English and Latin.	Matriculated 1867.	5 9 2	5th Assistant Master, Fort Branch School, Bombay.	35 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
591	Motichand Vasanji ..	31	Vania ..	Josadan ..	Rájkot Training College.	Gujarati ..
592	Durgashankar Laximilal Jhala.	25	Brahmin ..	Junágarh ..	Rájkot High School.	Gujarati ..
593	Thacordas Narotamdas Dalal.	27	Vania ..	Surat	Surat High School.	Gujarati ..
594	Narayandas Takindas Bhaganari.	26	Hindu ..	Kutchi	Hyderabad High School.	Punjabi ..
595	Anant Balkrishna Kantak ..	25	Goud Brahmin.	Sankli (Goa) ..	Belgaum High School.	Marathi ..
596	Gangadar Laxuman Joshi ..	24	Brahmin ..	Poona	Poona High School.	Marathi ..
597	Bapatram Navanitram Mehera.	27	Kayast ..	Surat	Surat High School.	Gujarati ..
598	Swamirao Mukund Udgati ..	25	Brahmin ..	Udgetti (Dharwar).	Dharwar High School.	Canarese ..
599	Vrandavandas Sakharam Vaidya.	27	Brahmin ..	Chorwad ..	Rájkot High School.	Gujarati ..
600	Ramchandra Dhondeo Marathe.	26	Brahmin ..	Haripur	Kolhápur High School.	Marathi ..
601	Gondo Narayau Mujumdar .	27	Brahmin ..	Inchalkaranji ..	Kolhápur High School.	Marathi ..
602	Ambashankar Prabhashankar Travadi.	23	Brahmin ..	Dholka	Ahmedabad High School and Baroda Training College.	Gujarati ..
603	Gangadhar Bhasker Phadke .	27	Brahmin ..	Ratnágiri ..	Poona High School.	Marathi ..
604	Sohraj Teckchand Melwani .	23	Hindu (Luhana).	Hyderabad (Sind.)	Hyderabad Mission School.	Sindhi ..
605	Peroshaw Pestanji Kapadia .	28	*Parsi* ..	*Broach*	*Broach High* School.	Gujarati ..
606	Labhshankar Abheshankar Pandya.	22	Brahmin ..	Surat	Surat High School.	Gujarati ..
607	Hormasji Rastomji	29	Parsi ..	Daman	J. J. Benevolent Institution.	Gujarati ..
608	Chaturbhuj Ratansi	22	Bhatia ..	Anyar	Elphinstone High School.	Gujarati ..
609	Mahadeo Shivram Apte ..	25	Brahmin ..	Sáwant Wári ..	Deccan College .	Marathi ..
610	Merwanji Sheriadji Kheshwain	21	Parsi ..	Broach	Elphinstone College.	Gujarati ..
611	Gangashankar Myashankar Pandya.	32	Brahmin ..	Kowitha	Ahmedabad Normal School.	Gujarati ..
612	Vinayak Yeshwant Bhirde .	53	Brahmin ..	Harpude .	Bombay Vernacular School, No. I.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	None ..	6 9 0	Head Master, Vernacular School, Kandla.	35 0 0	From Kattywar Educational Funds.
English	Matriculated 1871.	5 8 2	4th Assistant Master, High School, Junágarh.	35 0 0	Do.
English	Matriculated 1871.	5 4 20	6th Assistant Master, High School, Broach.	35 0 0	
English, Persian, Sindhi, Hindustani and Marwari.	Matriculated 1871.	5 2 27	Head Master, Anglo-Vernacular School, Tanda Adam.	35 0 0	From Local Funds.
English	Matriculated 1872.	4 9 23	Acting 2nd Assistant Master, 1st Grade Anglo-Vernacular School, Sáwant Wári.	35 0 0	Paid from Sáwant Wári State.
English	Matriculated 1872.	4 9 9	Clerk, Educational Inspector, North-East Division's Office.	35 0 0	
English	Matriculated 1872.	4 6 0	2nd Assistant Master, English School, Balsar.	35 0 0	
English and Marathi	None ..	4 5 27	2nd Clerk to the Educational Inspector, S. D.	35 0 0	
English, and a little of Sanskrit. ..	Matriculated 1872.	4 4 0	5th Assistant Master, Junágarh High School.	35 0 0	From Kattywar Educational Funds.
English	Matriculated 1872.	4 0 16	Head Master, Anglo-Vernacular School, Inchalkaranji.	35 0 0	Paid from the Inchalkaranji State.
English	Matriculated 1872.	4 0 15	Head Master Anglo-Vernacular School, Azra.	35 0 0	Paid from the Inchalkaranji State.
English	None ..	3 0 0	Head Clerk, Director of Vernacular Instruction Office, Baroda.	35 0 0	From Baroda State.
English and Sanskrit.	None ..	2 7 6	6th Clerk. Curator Government Central Book Depôt.	35 0 0	
English, Persian, and Hindustani.	Matriculated 1874.	2 7 6	6th Assistant Master, High School, Shikárpur.	35 0 0	
English	Matriculated 1873.	2 6 18	Sanskrit Teacher, Broach High School.	35 0 0	
English and Sanskrit.	Matriculated 1874.	2 4 7	1st Assistant, English School, Viramgám.	35 0 0	
Hindustani ..	None ..	1 10 0	Museum Room Attendant, Grant Medical College.	35 0 0	
English	None ..	0 5 8	Head Master, Gokaldas Tejpal School, Kothia.	35 0 0	From Gokaldas Funds.
English and Sanskrit.	F. E. A., 1874.	0 4 21	Sub. *pro-tem.* 6th Assistant Master, Satara High School.	35 0 0	
English and Persian.	Matriculated	0 4 4	Acting Persian Teacher, Broach High School.	35 0 0	Acting for Mr. H. K. Bharucha, absent on leave without pay.
A little of English and Sanskrit.	None ..	13 8 22	Head Master, Vernacular School, Virsad.	34 15 0	From Local Funds.
None ..	None ..	35 7 7	Head Master, Kamatipura 2nd Grade Anglo-Vernacular School, Bombay.	34 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
613	Antaji Chintaman Dhamle	27	Brahmin	Satara	Poona Training College.	Marathi
614	Bhaidas Parojaji Desai	27	Brahmin	Katargaum	Surat Training College.	Gujarati
615	Shaik Imam valad Shaik Mahomed.	41	Mahomedan	Ludiana	Ludiana School.	Hindustani.
616	Govind Pandurang Thakar.	34	Brahmin	Dhayari	Poona Training College.	Marathi
617	Vishnu Vasudava Sathe	40	Brahmin	Párner	Government Vernacular School, Yeola.	Marathi
618	Vasudeva Ramchandra Paithankar.	39	Brahmin	Pátan	Nagar Marathi School.	Marathi
619	Trimback Balkrishna Gowtam.	38	Brahmin	Násik	Lukni Government School.	Marathi
620	Shambhuram Kisandas Desai.	35	Brahmin	Broach	Broach Vernacular School, No. I.	Gujarati
621	Bapuji Govind Parke	39	Brahmin	Khandesh	Dhulia Marathi School.	Marathi
622	Shridhar Vasudeva Bhide	40	Brahmin	Poona	Poona High School.	Marathi
623	Govind Ganesh Shiraidkar	39	Brahmin	Pintambe	Poona Training College.	Marathi
624	Balkrishna Bhaskar Bhide	34	Brahmin	Ratnágiri	Dhulia Marathi School.	Marathi
625	Vishnu Govind Abhiankar	39	Brahmin	Ratnágiri	Poona Training College.	Marathi
626	Narayen Tatiaji Newaskar	30	Brahmin	Násik	Nasik English School.	Marathi
627	Krishnaji Anant Javikar	34	Brahmin	Dingri	Poona Training College.	Marathi
628	Damodhar Sitaram Joshi	32	Brahmin	Poona	Poona Training College.	Marathi
629	Krishnaji Vital Kshirsagar.	29	Brahmin	Sholápur	Poona Training College.	Marathi
630	Kazi Abdul Karim Mahomed Taweb.	28	Mahomedan Kazi.	Mathari	Hyderabad Normal School.	Sindhi
631	Premchand Karamchand Shaha.	25	Vania	Antroli	Ahmedabad Training College.	Gujarati
632	Hari Keshava Vaidya	31	Brahmin	Chopra	Dhulia Training College.	Marathi
633	Keshav Vishwanath Bhagwat.	33	Brahmin	Satara	Poona Training College.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	None ..	8 5 9	Head Master, Superior Vernacular School, Sháhápur.	33 8 0	
A little of English.	None ..	7 7 0	Head Master, Vernacular School, Abrama.	33 6 6	From Local Funds.
Marathi.. ..	None. ..	8 3 20	Gymnastic Master, Rájárám High School, Kolhápur.	33 5 0	Paid from Kolhapur State.
English and Sanskrit.	None ..	7 11 0	Head Master, 2nd Grade Anglo-Vernacular School, Junar.	33 4 0	
None	None ..	21 5 15	Head Kárkun, Deputy Educational Inspector, Ahmednágar.	33 0 0	
A little of English.	None ..	21 4 15	Head Master, Superior Vernacular School, Chálisgaon.	33 0 0	From Local Funds.
None	None. ..	18 5 9	Head Master, Superior Vernacular School, Násik, No. II.	33 0 0	Do.
None	None ..	18 4 6	Head Master, Vernacular School, Broach, No. II.	33 0 0	Do.
A little of English.	None ..	18 3 25	Head Master, Superior Vernacular School, Viramgám.	33 0 0	Do.
A little of English.	None ..	17 0 0	Head Master, Superior Vernacular School, Sindhkera.	33 0 0	Do.
A little of English.	None ..	15 11 26	Head Master, Superior Vernacular School, Pimpalner.	33 0 0	Do.
None	None ..	15 4 0	Head Master, Superior Vernacular School, Sháháda.	33 0 0	Do.
A little of English.	None ..	13 8 25	Head Master, Superior Vernacular School, Ráver.	33 0 0	Do.
English and Sanskrit.	None ..	12 5 6	Head Master, Superior Vernacular School, Akola.	33 0 0	Do.
None	None ..	12 4 5	Head Master, Superior Vernacular School, Dhulia, No. I.	33 0 0	Do.
English and Sanskrit.	None ..	10 4 17	Head Master, 2nd Grade Anglo-Vernacular School, Sangamner.	33 0 0	Do.
English and a little of Sanskrit.	None ..	9 1 28	Head Master, Superior Vernacular School, Yeola, No. I.	33 0 0	Do.
Persian ..	None ..	7 6 22	Head Master, Vernacular School, Lakhi.	33 0 0	Paid from Local Funds.
A little of Sanskrit.	None ..	2 10 7	2nd Assistant Master, Training School, Rájkot.	33 0 0	From Kattywar Educational Funds.
None	None ..	14 8 18	Head Master, Superior Vernacular School, Nizampur.	32 12 0	From Local Funds.
English	None ..	12 11 13	Head Master Superior Vernacular School, Indapur.	32 4 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
634	Abdul Rouf Mahomed Saleh Abamadani.	48	Mahomedan Kazi.	Nawsira ..	Hyderabad Normal School.	Sindhi ..
635	Fatesang Chatrasang ..	31	Rájkot ..	Chikali	Chikali Vernacular School.	Gujarati ..
636	Krishnaji Govind Wadwade.	32	Brahmin ..	Kolhápur ..	Kolhápur School.	Marathi ..
637	Ghelabhai Pranshankar ..	37	Brahmin ..	Bárdoli	Surat High School.	Gujarati ..
638	Gulmahomed Gulam Rasal Khan Afgan.	29	Mahomedan Patan.	Shikárpur ..	Sukkur Vernacular School.	Sindhi ..
639	Pranjivan Tuljaram ..	29	Brahmin ..	Mandavi ..	Surat Training College.	Gujarati
640	Dayabhai Abaram	30	Vania	Surat	Surat Training College.	Gujarati ..
641	Venkatram Anacharaya Narayan Charaya Shirhatikar.	46	Brahmin ..	Shirhate ..	Poona Sanskrit College.	Canarese ..
642	Ganesh Bhicaji Nene ..	29	Brahmin ..	Pen (Kolába) ..	Pen Government School.	Marathi ..
643	Hassaram Damomal Guvani.	29	Hindu Bairo ..	Bhiria	Hyderabad Normal School.	Sindhi ..
644	Kahanji Trikamdas	27	Luvana. ..	Umrely	Elphinstone College.	Gujarati ..
645	Mansuk Vrajlal Paka ..	27	Vania	Kapadvanj ..	Ahmedabad High School.	Gujarati ..
646	Nandlal Manji Shaha ..	21	Vania	Rájkot	Rajkot High School.	Gujarati ..
647	Vaman Ramchandra Landhe.	34	Brahmin ..	Naganur (Kolaba.)	Poona Training College.	Marathi ..
648	Ramchandra Pandurang Bhosekar.	31	Brahmin ..	Satara	Poona Training College.	Marathi ..
649	Gopal Damodher Sahasrabodhe.	25	Brahmin ..	Poona	Poona High School.	Marathi ..
650	Premachand Vithaldas Metha.	37	Vania	Mehmadabad ..	Ahmedabad Normal School.	Gujarati ..
651	Ramchandra Vishnu Paranjpe.	30	Brahmin ..	Moordi (Ratnágiri).	Poona Training College.	Marathi ..
652	Ahmed Turpio Memam ..	34	Mahomedan ..	Hála	Hyderabad Normal School.	Sindhi ..
653	Tahilram Bhambhomal Kotwani.	28	Hindu ..	Shivar	Hyderabad Normal School.	Sindhi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
Arabic, Persian, and Urdu.	None ..	20 4 19	Head Master, Vernacular School, Nawsira.	32 0 0	Paid from Local Funds.
None	None ..	13 9 0	Head Master, Vernacular School, Untadi.	32 0 0	Do.
English	None ..	15 5 0	Head Master, Vernacular School, Kánápur.	32 0 0	
English	None ..	12 10 21	Head Master, Vernacular School, Bárdoli.	32 0 0	From Local Funds.
Pushtu, Persian, Urdu, and a little of English.	None ..	10 10 29	Assistant Master, Anglo-Vernacular School, Larkhana.	33 0 0	Paid from Local Funds.
None	None ..	10 10 0	Head Master, Vernacular School, Válod.	32 0 0	From Local Funds.
None	None ..	9 8 0	Head Master, Vernacular School, No. IX., Surat.	32 0 0	Do.
Sanskrit and Marathi.	None ..	9 1 8	Gura Vyakarána School, Sángli	32 0 0	Paid from the Sángli State.
None	None ..	9 1 8	Head Master, Marathi School, Sángli.	32 0 0	Inclusive of acting allowance, at Rs. 12 per mensem, paid from the Sangli State.
Persian and Urdu.	None ..	6 7 6	Head Master, Vernacular School, Bhiria.	32 0 0	Paid from Local Funds.
English	None ..	5 11 22	Head Master, Gujarati School, Umreli (Baroda).	32 0 0	From Baroda State.
English and a little of Sanskrit.	Matriculated 1868.	2 11 3	Head Master, Gujarati School, Vadnagar, Baroda.	32 0 0	Do.
English and a little of Sanskrit.	None ..	2 9 25	2nd Clerk, Deputy Educational Inspector, Kattywar.	32 0 0	From Kattywar Educational Funds.
English	None ..	14 4 11	Head Master, Superior Vernacular School, Tale.	31 8 0	
English	None ..	9 2 12	Head Master, Vernacular School, Dáhánu.	31 8 0	
English	Matriculated 1873.	7 5 0	English Teacher, 2nd Grade Anglo-Vernacular School, Junnar.	31 8 0	
A little of English and Urdu.	None ..	13 8 13	Head Master, Vernacular School, Sorsia.	31 0 0	From Local Funds.
None	None ..	11 4 13	Head Master, Vernacular School, Umraj.	31 0 0	
Persian	None ..	10 9 0	Head Master, Vernacular School, Hála.	31 0 0	From Local Funds.
Persian	None ..	7 3 0	Head Master, Vernacular School, Doda.	31 0 0	Do.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
654	Vinayak Luximan Soman ..	37	Brahmin ..	Padali, Satara..	Poona Training College.	Marathi ..
655	Kahanji Chaturbhuj Thakor.	25	Brahmin ..	Hadiana ..	Rájkot Training School.	Gujarati ..
656	Brijvalabh Harjivan Modi ..	36	Vania.. ..	Nariád	Ahmedabad Normal School	Gujarati ..
657	Shivaram Vishram Parbhu...	40	Gond Brahmin.	Valavali... ..	Poona Training College.	Marathi ..
658	Yeshwant Abaji Ambedkar..	32	Parbhu ..	Ambed.. ..	Poona Training College.	Marathi ..
659	Vajeshankar Govindram Pandya.	38	Brahmin ..	Nariád	AhmedabadNormal School.	Gujarati ..
660	Bimaji Balaji Bailhongol ..	54	Brahmin ..	Ránibennur ..	Dharwar School.	Canarese ..
661	Ghudusing bin Shivaramsing.	48	Rájput.. ..	Dharwar.. ..	Dharwar School.	Hindustani.
662	Gangadhar Mahadewa Turmuri.	47	Lingayet ..	Belgaum ..	Bailhongal School.	Canarese ..
663	Balaji Koudeo Ghanekar ..	47	Brahmin .	Wái (Satara) ..	PoonaPathshalla	Marathi ..
664	Shitaram Balkrishna Dandanaik.	42	Brahmin ..	Násik	Násik School ..	Marathi ..
665	Ragunath Shivaram Gurjar.	44	Brahmin ..	Kalwan (Ratnágiri).	Amechandwadi Vernacular School, Bombay.	Marathi ..
666	Dawlatram Narbheram Meheta.	38	Vania.. ..	Surat	Surat Vernacular School.	Gujarati ..
667	Hari Laxuman Khare ...	42	Brahmin ..	Dhabol	Dhabol School..	Marathi ..
668	Waman Ganesh Joshi ..	44	Brahmin ..	Násik	Chándor School.	Marathi ..
669	Keshava Ramkrishna Sukatankar.	37	Gond Brahmin.	Malegaon ..	Poona Mission School.	Marathi ..
670	Bhikaji Balaji Paranjpe ...	41	Brahmin ..	Ratnágiri	Satara School ..	Marathi ..
671	Virajlal Govarisankar Dave...	42	Brahmin ..	Umreth.. ..	Umreth Vernacular School.	Gujarati ..
672	Harishankar Govarishankar Upadia.	44	Brahmin ..	Chatthan ..	SuratNo.IV.VernacularSchool.	Gujarati ..
673	Bala Mahadaji Bandivedekar.	39	Bandari ..	Malwan.. ..	Malwan School.	Marathi ..
674	Laxuman Govind Bhosekar.	36	Brahmin ..	Báramati ...	Báramati Vernacular School.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None ..	None ...	5 10 14	Head Master, Vernacular School, Gohágar.	31 0 0	Paid from Local Funds.
English	None ..	4 9 21	Head Master, Vernacular School, Vankáner.	31 0 0	From Kattywar Educational Funds.
A little of English.	None ..	14 4 11	Head Master, Vernacular School, Bhaklashi.	30 13 6	From Local Funds.
None	None .	16 10 0	Head Master, Vernacular School, Arawádi Shiravade.	30 4 0	Paid from Local Funds.
English	None ..	13 3 25	Head Master, Superior Vernacular School, Talegaum Dhamdhere.	30 4 0	
A little of English.	None ..	16 2 23	Head Master, Vernacular School, Aliana.	30 3 0	From Local Funds.
Marathi	None .	34 3 0	Head Master, Vernacular School, Ránibennur.	30 0 0	
Marathi and Canarese.	None ..	32 4 0	Head Master, Vernacular School, Morab.	30 0 0	
Marathi and Sanskrit.	None ..	28 0 0	Canarese Teacher, Dharwar High School.	30 0 0	
Sanskrit ..	None ..	23 8 0	Sanskrit Teacher, Dhulia High School.	30 0 0	
A little of English.	None ..	23 7 23	Head Master, Superior Vernacular School, Panchavate.	30 0 0	From Local Funds.
None	None ..	21 8 0	Head Master, Chandanwadi Vernacular School, Bombay.	30 0 0	
A little of English.	None ..	21 5 29	Head Clerk, Deputy Educational Inspector Surat Sub-division.	30 0 0	
None	None ..	21 4 22	Head Master, Vernacular School, Kalyán.	30 0 0	
None	None ..	21 4 18	Head Master, Superior Vernacular School, Ozar.	30 0 0	From Local Funds.
English and Sanskrit.	None ..	21 2 13	Head Master, Superior Vernacular School, No. IV., Poona.	30 0 0	Do.
None	None ..	21 1 15	Head Master, Vernacular School, Nagaum.	30 0 0	
None	None ..	21 0 2	Head Master, Vernacular School, Godhra.	30 0 0	From Local Funds.
None	None ..	20 11 6	Head Master, Vernacular School, Jalálpur.	30 0 0	Do.
None	None ..	20 10 10	Head Master, Vernacular School, No. I., Malwan.	30 0 0	Do.
None	None ..	20 3 21	Head Master Satara, School, No. III.	30 0 0	Do.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
675	Amulakh Sorabhai	33	Brahmin ..	Mehmudabad ..	Mehmudabad Vernacular School.	Gujarati ..
676	Dhondo Dattatraya	39	Brahmin ..	Dharwar ..	Dharwar School.	Canarese ..
677	Jivaram Mahadeva Jani ..	39	Brahmin ..	Morabi ..	Rájkot Vernacular School.	Gujarati ..
678	Mahadeva Venayek Joglekar.	37	Brahmin ..	Nárel ..	Kalyán School.	Marathi ..
679	Yadneshwar Venkaji Joshi..	39	Brahmin ..	Kerur (Kaládgi)	Dharwar Normal Class.	Canarese ..
680	Abdul Kavi Mahomed Hassain Sidik.	35	Mahomedan ..	Sehwan	Hyderabad Normal School.	Sindhi ..
681	Govind Sakharam Tambulkar.	35	Brahmin ..	Tambul (Sholápur).	Mohol School ..	Marathi ..
682	Kamrodin Tatthallah Kureshi.	40	Mahomedan..	Shikárpur ..	Private School, Shikarpur.	Sindhi ..
683	Amrutlal Malikchand Ghandi.	39	Vania	Mehmudabad ..	Ahmedabad Training College.	Gujarati ..
684	Shivaram Ragunath Mulay..	36	Brahmin ..	Ratnágiri ..	Shiveneer Vernacular School.	Marathi ..
685	Govind Hari Thateh	41	Brahmin ..	Chiplun.. ..	Chiplun Marathi School.	Marathi ..
686	Damodhar Gelabhai Meheta.	34	Vania ..	Broach	Broach No. I. Vernacular School.	Gujarati ..
687	Ramchandra Hari Vaidya ..	35	Brahmin ..	Lawgan	Ratnagiri School	Marathi ..
688	Masurallah Abdul Ahmed Kazi.	35	Mahomedan..	Mathári ..	Hyderabad Normal School.	Sindhi ..
689	Laxumon Gangadhar Phadke.	48	Brahmin ..	Wai	Satara Vernacular School.	Marathi ..
690	Gurpadappa Rudrappa Punjari.	31	Lingayet ..	Hulgar (Dharwar).	Belgaum Training School.	Canarese ..
691	Antaji Ramchandra Kelkar.	36	Brahmin ..	Ambere (Ratnágiri).	Tásgaon School.	Marathi ..
692	Anaji Sheshgiri Belgaumkar.	38	Brahmin ..	Kurundwad ..	Belgaum Training College.	Canarese ..
693	Ramchandra Balkrishna Datey.	39	Brahmin ..	Poona	Poona High School.	Marathi ..
694	Narhar Sadashivo Mahajan..	32	Shimpy ..	Ekhutpur (Poona.)	Satara English School and Poona Mission School.	Marathi ..
695	Keshoo Venayek Bhide ..	47	Brahmin ..	Satara	Poona High School.	Marathi ..
696	Mansukram Pranji	34	Kunbi ..	Ahmedabad ..	Ahmedabad Training College.	Gujarati ..
697	Ganesh Balal Athavale ..	39	Brahmin ..	Satara	Poona and Satara Schools.	Marathi ..
698	Chandaremal Phicrmal ..	37	Lodiana ..	Shewan	Hyderabad Normal School.	Sindhi ..
699	Dhosabhai Byramji Hakim..	29	Parsi	Surat	Surat Sir J. J. English School.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	None ..	20 1 0	Head Master, Vernacular School, Viráwal.	30 0 0	From Kattywar Educational Funds.
Marathi ..	None ..	20 0 0	Head Master, Anglo-Vernacular School, Ron.	30 0 0	
A little of English.	None ..	19 10 25	Head Master, Vernacular School, Porbandar.	30 0 0	Do.
None ..	None ..	19 8 1	Head Master, Vernacular School, Murbád.	30 0 0	
Marathi .	None ..	19 3 10	Head Master, Vernacular School, Gadag.	30 0 0	
Persian and Urdu.	None ..	19 0 11	Assistant Master, Vernacular School, Lárkána.	30 0 0	Paid from Local Funds.
Canarese ..	None ..	18 5 9	Head Master, Vernacular School, Muddebihál.	30 0 0	
Persian and Arabic.	None ..	18 1 16	Head Master, Vernacular School, No. II., Shikárpur.	30 0 0	From Local Funds.
None	None ..	17 4 0	Head Master, Vernacular School, Patadi.	30 0 0	Do.
None	None ..	16 7 21	Head Master, Vernacular School, Wálwa.	30 0 0	Rs. 5 as allowance for teaching night schools.
None	None ..	16 6 21	Head Kárkun, Deputy Educational Inspector, Khandesh.	30 0 0	
None ..	None ..	16 3 25	Head Master, Vernacular School, Gogo.	30 0 0	From Local Funds.
None	None ..	16 2 6	Marathi Clerk, Deputy Educational Inspector, Ratnágiri Sub-division.	30 0 0	
Persian and Hindustani.	None ..	15 8 27	Head Master, Vernacular School, Umarpur.	30 0 0	
None	None ..	15 6 0	1st Clerk to the Deputy Educational Inspector, Satara Sub-division.	30 0 0	
Marathi	None ..	15 5 0	Head Master, Vernacular School, Shiggaon.	30 0 0	
Canarese ..	None ..	15 5 0	Head Master, Vernacular School, Sankeshwar.	30 0 0	
Marathi ..	None ..	15 3 0	Head Master, Vernacular School, Siddápur.	30 0 0	
None	None ..	14 11 0	Head Master, Superior Vernacular School, Bársi.	30 0 0	From Local Funds.
English and Gujarati.	None ..	14 10 0	5th Assistant Master, English School, Tanna.	30 0 0	
English and Sanskrit.	None ..	14 7 0	Head Master, Superior Vernacular School, Vinchur.	30 0 0	From Local Funds.
A little of English.	None ..	14 6 19	Clerk, Deputy Educational Inspector, Kaira.	30 0 0	Do.
Canarese ..	None ..	14 6 18	Head Master, Vernacular School, No. I., Párwati.	30 0 0	Do.
Persian	None ..	14 2 5	Head Master, Vernacular School, Rassurpur.	30 0 0	Do.
English and Persian	None ..	14 1 0	3rd Assistant Master, Parsi Panchayet English School, Surat.	30 0 0	Paid from Parsi Panchayet.

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
700	Janardhan Vinayek Padeh	35	Brahmin	Ratnágiri	Dhulia and Nagar Training Schools.	Marathi
701	Fatesang Chalrasang Parmar.	31	Rájput	Chikhli	Chikhli Vernacular School.	Gujarati
702	Vishwanath Valabram Shastri.	56	Brahmin	Surat	Private School	Gujarati
703	Jaykrishna Mayashankar Vyas	33	Brahmin	Ahmedabad	Ahmedabad High School.	Gujarati
704	Raghunath Yeshwant Deotrat.	49	Brahmin	Poona	Poona School No. II.	Marathi
705	Dalpatram Dayabhai Kavishwar.	58	Brahmin	Wadhwán	Private tuition.	Gujarati
706	Shivshankar B. Raval	38	Brahmin	Chadale	Rájkot Normal School.	
707	Damodhar Bhagvandas Gusar.	40	Gujarati Hindu.	Satara	*Poona Training College.*	*Gujarati*
708	Fakirji Sorabji Memdroina.	33	Parsi	Memdroi (Surat)	Elphinstone High School.	Gujarati
709	Himatram Gopibhai Desai.	34	Brahmin	Olpád	Elphinstone High School.	Gujarati
710	Gorarao Vithal Mohare	31	Brahmin	Bágalkote	Belgaum Training College.	Canarese
711	Tatia Chintaman Kanade	40	Brahmin	Tanna	Government Vernacular School, Jejuri.	Marathi
712	Rangu Balaji Mangrulkar	35	Brahmin	Kuroli	Poona Mission School.	Marathi
713	Ganpatram Himatram Desai.	32	Brahmin	Broach	Broach and Ahmedabad High School.	Gujarati
714	Appaji Baji Joshi	33	Brahmin	Ratnágiri	Poona Training College.	Marathi
715	Ganesh Balkrishna Dalvi	38	Goud Brahmin.	Hanihinal	Dharwár English School.	Marathi
716	Narayan Keroba	29	Parbhu	Bombay	Elphinstone Institution.	Marathi
717	Yeshwant Vasudeva Jambotkar.	39	Goud Brahmin.	Khánápur (Belgaum).	Khanápur School.	Marathi
718	Shantaya Manjunath Honawar.	33	Saraswat Brahmin.	Nagar (Mysoré).	Honáwar School	Konkani
719	Ragunath Bapuji Kolatkar.	36	Brahmin	Chinchony	Powad Marathi School.	Marathi
720	Murajmal Mulchand Raichandani.	34	Hindu Amil	Hyderabad	Normal School, Hyderabad.	Sindhi
721	Atmaram Mayashankar	39	Brahmin	Surat	Surat Gujarati School.	Gujarati
722	Vasudeva Anant Campta	32	Goud Brahmin.	Honáwar	Honáwar School	*Konkani*
723	Subarao Shamaya Haldikar	34	Brahmin	Haldipur	Honáwar School	*Konkani*

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	None ..	14 0 0	Head Master, Superior Vernacular School, Dhulia No. II.	30 0 0	From Local Funds.
None	None ..	13 9 0	Head Master, Vernacular School, Untadi.	30 0 0	Do.
Sanskrit and Marathi.	None ..	13 8 28	Sanskrit Teacher, Surat High School.	30 0 0	
English	None ..	13 1 0	3rd Assistant Master, Branch School No. II., Ahmedabad.	30 0 0	
Canarese ..	None ..	12 11 24	Head Master, Vernacular School, Hungund.	30 0 0	
None ..	None ..	12 10 0	Teacher of Poetry, Ahmedabad Training College.	30 0 0	
None	None ..	12 9 23	Head Master, Vernacular School No. I., Limri.	30 0 0	From Kattywar Educational Funds.
English and Marathi.	None ..	12 8 29	6th Assistant Master, Satara High School.	30 0 0	
English ..	None ..	12 7 11	4th Assistant Master, 1st Grade Anglo-Vernacular Gokaldas Tejpal School, Bombay.	30 0 0	
English	None ..	12 7 9	5th Assistant Master, 1st Grade Anglo-Vernacular Gokaldas Tejpal School, Bombay.	30 0 0	
English, Gujarati, and Urdu.	None ..	12 5 12	Assistant Master, Vernacular School, Markot.	30 0 0	From Local Funds.
A little of English.	None ..	12 5 10	Marathi Accountant, Educational Inspector, North-East Division.	30 0 0	
English ..	None ..	12 5 0	Head Master, Vernacular School, Tárápur.	30 0 0	
English	None ..	12 5 0	Clerk, Deputy Educational Inspector, Broach.	30 0 0	
English	None ..	12 4 6	Head Master, Superior Vernacular School, Karjat.	30 0 0	From Local Funds.
English and Canarese.	None ..	12 0 0	1st Assistant Master, 1st Grade Anglo-Vernacular School, Haliyal.	30 0 0	
Hindustani ..	*None* ..	11 7 4	Assistant Clerk, Grant Medical College.	30 0 0	
Canarese ..	None ..	11 7 0	Clerk, Deputy Educational Inspector's Office, Kanara.	30 0 0	
English and Canarese.	None ..	11 6 15	Head Master, Vernacular School, Bankikodla.	30 0 0	
None	None ..	11 6 13	Kárkun, Educational Inspector, Central Division's Office.	30 0 0	
Persian and Hindi.	None ..	11 6 0	Head Master, Vernacular School, Tando Allahyar.	30 0 0	From Local Funds.
None	None ..	11 3 0	Head Master, Fort School, No. I., Bombay.	30 0 0	
English and Canarese.	None ..	11 1 15	Head Master, Anglo-Vernacular School, Honáwar.	30 0 0	
English and Canarese.	None ..	11 1 10	Head Master, Anglo-Vernacular School, Bhátkal.	30 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
724	Krishnaji Mahadova Sawant.	31	Mahratta ..	Málwan	Elphinstone Institution.	Marathi ..
725	Abdul Latif Gulam Hassain Bulani.	30	Mahomedan ..	Tatta	Hyderabad Normal School.	Sindhi
726	Balaji Govind Kane	29	Brahmin ..	Ratnágiri ..	Poona Training College.	Marathi
727	Trimback Sadashiva Gokhle.	38	Brahmin ..	Gurlhoser .	Dharwar and Kolhápur Schools.	Marathi
728	Jamnadas Govindas	29	Vania	Broach	Broach High School.	Gujarati ..
729	Ramchandra Bapuji Chandorakar.	32	Brahmin ..	Násik	Private tuition.	Marathi
730	Gavarishankar Mulji Tarvadi.	37	Brahmin ..	Ojain in Mláwa.	Ahmedabad High School.	Gujarati ..
731	Tiratdas Kismatrai Sadarangani.	28	Amil	Hyderabad ..	Hyderabad High School.	Sindhi
732	Hydayatalishah Mahomedalishah Ridir.	35	Mahomedan ..	Shikárpur .	Sukkur Normal School.	Sindhi
733	Sadashiva Balvant Kalay ..	39	Brahmin ..	Poona .. .	Poona School ..	Marathi ..
734	Gulabbhai Dajibhai Desai ..	30	Brahmin ..	Bhadili	Surat Training College.	Gujarati
735	Govind Shankar Bapat ..	33	Brahmin ..	Pulen	Poona Training College.	Marathi
736	Laximinarayen Parsadrai Bramchari.	27	Brahmin ..	Nariád ..	Ahmedabad High School.	Gujarati ..
737	Ramkrishna Vasudew Talekar.	32	Brahmin ..	Ratnágiri ..	Poona Training College.	Marathi ..
738	Virbhadrapa Andenappa ..	31	Lingayet ..	Belgaum ..	Belgaum Mission School.	Canarese ..
739	Bapa Bhaskar Lele	30	Brahmin ..	Nachure ..	Ratnágiri High School.	Marathi ..
740	Din Mahomed Gulam Rassul Afghan.	28	Mahomedan ..	Shikárpur ..	Sukkur Normal School.	Sindhi ..
741	Govind Kasinath Pawar ..	30	Mahratta ..	Inchalkaranji ..	Kolhápur High School.	Marathi ..
742	Pekhraj Mohandas	24	Luhana ..	Hyderabad ..	Hyderabad High and Mission Schools.	Sindhi
743	Moro Viswanath Lowleker ..	31	Brahmin ..	Lowli	Ratnágiri High School.	Marathi ..
744	Pandarinath Laxuman Shastri.	29	Brahmin ..	Sholápur ..	Sholápur English School.	Marathi ..
745	Vishnu Parashram Mahiskar.	26	Brahmin ..	Rámdurg ..	Belgaum Training College.	Marathi ..
746	Bapalal Mahishankar Bhat ..	28	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarati ..
747	Mulchand Kirapram Pachotia.	36	Bhowaya ..	Vishal, Nágar ..	Ahmedabad High School.	Gujarati ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Yrs.	m.	d.		Rs.	a.	p.	
English	None	11	0	0	Head Master, Anglo-Vernacular School, Shirol.	30	0	0	From Kolhápur State. Served eight months in the Accountant General's Office.
Persian and a little of Arabic and English.	None	10	11	5	Head Master, Vernacular School, Jerruck.	30	0	0	From Local Funds.
None	None	10	10	19	Head Master, Superior Vernacular School, Bodwad.	30	0	0	Do.
English, Canarese, and Sanskrit.	None	10	9	24	Clerk, Deputy Educational Inspector, Kaládgi.	30	0	0	
English, Marathi Urdu, and a little of Sanskrit.	None	10	8	20	Clerk, Deputy Educational Inspector, Mahi Kánta and Pálanpur.	30	0	0	From Mahi Kántá and Pálanpur Funds.
English and Sanskrit.	None	10	8	13	Sanskrit Teacher, Násik High School.	30	0	0	
English and a little of Sanskrit.	None	10	8	0	Head Master, Vernacular School, Pálanpur.	30	0	0	From Pálanpur State.
English, Persian and Hindustani.	None	10	8	0	Head Master, Anglo-Vernacular School, Kotri.	30	0	0	From Local Funds.
Persian and a little of English.	None	10	7	0	Head Master, Vernacular School, Sangrar.	30	0	0	Do.
English	None	10	4	0	4th Clerk, Director of Public Instruction's Office.	30	0	0	
None	None	10	3	2	Head Master, Vernacular School, Hansot.	30	0	0	From Local Funds.
English and Sanskrit.	None	9	9	4	Sanskrit Teacher, Ahmednagar High School.	30	0	0	
English	Matriculated 1868.	9	4	5	5th Assistant Master, Nariád High School.	30	0	0	
A little of Sanskrit.	None	9	3	0	Head Master, Superior Vernacular School, Shendurni.	30	0	0	From Local Funds
English and Marathi.	None	9	2	2	Head Master, Canarese School No. 1, Dharwar.	30	0	0	
English	Matriculated 1868.	8	9	17	10th Assistant Master, Ratnágiri High School.	30	0	0	
Pashtu and Persian.	None	8	8	24	Assistant Master, Shikárpur Vernacular School, No. 1.	30	0	0	Paid from Local Funds.
English	None	8	8	14	Tutor to the sons of the Chief of Torgal.	30	0	0	From Torgal State.
English and Gujarati.	None	8	4	0	Assistant Master, Vernacular School, Umarkot.	30	0	0	From Local Funds
English	Matriculated 1868.	8	3	19	Head Master, Vernacular School, Chiplun.	30	0	0	Do.
English	None	7	7	23	3rd Assistant Master, 1st Grade Anglo-Vernacular School, Belgaum.	30	0	0	
Canarese	None	7	7	0	Head Master, Canarese School, Lakshmeshwar.	30	0	0	Paid from Miráj State.
English	Matriculated 1870.	7	6	15	7th Assistant Master, Broach High School.	30	0	0	
English	Matriculated 1872.	7	5	7	1st Assistant Master, English School, Gondal.	30	0	0	From Kattywar *Educational* Funds.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
748	Janardan Anant Joshi	29	Brahmin	Tasgaon	Poona Training College.	Marathi
749	Lalubhai Harjivan Tarvadi.	28	Brahmin	Kapadvanj	Ahmedabad High School.	Gujarati
750	Balvant Pandurang Kiflekar.	30	Brahmin	Gurlho Seer	Kolhápur English School.	Marathi
751	Anna Shastri Atlekar	45	Brahmin	Nárgund (Dharwar).	Nárgund School.	Marathi
752	Mai Thai Bai wallad Lalchand.	31	Amil	Hyderabad	Hyderabad Private School	Sindhi.
753	Narayen Bhairow Degavekar.	44	Brahmin	Wai	Private tuition.	Marathi
754	Shirpad Anant Chatre	26	Brahmin	Miraj	Belgaum High School.	Marathi
755	Govind Waman Phadke	32	Brahmin	Kolhápur	Kágal School	Marathi
756	Vishnu Ramchandra Deodhar.	29	Brahmin	Ratnágiri	Poona High School.	Marathi
757	Anant Gopal Jambhekar	26	Brahmin	Sirsi	Sirsi School	Canarese
758	Mahomed Hajib	37	Arab	Zabid	Zabid School	Arabic.
759	Goverishankar Prabhasankar	31	Brahmin	Kubadthal	Ahmedabad Gujarati School.	Gujarati
760	Keshow Mahadeo Vaidya	28	Brahmin	Tásgaon	Poona Baba Gokle School	Marathi
761	Kashiprasad Ramprasad	28	Brahmin	Olpád	Surat High School.	Gujarati
762	Bhikaji Bhaskar Dandekar	26	Brahmin	Tanna	Poona Training College.	Marathi
763	Narayen Sadashiva Kulkarni.	29	Brahmin	Karanjgaon	Elphinstone College.	Marathi
764	Raghunath Balkrishna Mulay.	27	Brahmin	Ratnágiri	Elphinstone High School.	Marathi
765	Rajaram Ramkrishna Dave	25	Brahmin	Umrath	Ahmedabad High School.	Gujarati
766	Jamnadas Bhajvandas Parekh.	27	Vania	Viramgám	Ahmedabad High School.	Gujarati
767	Bhikaji Dhondeva Nigudkar.	26	Brahmin	Kharvali (Kolába)	Baba Gokhale School, Poona.	Marathi
768	Ramchandra Narayan Dixit	35	Brahmin	Bulsar	Bulsar English School.	Gujarati
769	Narayen Balaji Rasal	27	Brahmin	Kolhápur	Kolhápur High School.	Marathi
770	Gopal Shrinivas Tanpe	26	Brahmin	Kurihalli	Belgaum	Canarese

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	None ..	7 4 16	Head Master, Girgaum Vernacular School, Bombay.	30 0 0	
A little of English.	None ..	7 3 0	Head Master, Vernacular School No. II., Ahmedabad.	30 0 0	From Local Funds.
English and Sanskrit.	None ..	7 2 8	2nd Assistant, English School, Belgaum.	30 0 0	
Sanskrit and Canarese.	None ..	7 2 0	Sanskrit Teacher, Dharwar High School.	30 0 0	
Sanskrit and Gurmuki.	None ..	6 11 21	Assistant Mistress, Female Normal School, Hyderabad.	30 0 0	From Local Funds.
Sanskrit and colloquial Gujarati.	None ..	6 9 9	Sanskrit Tutor, Satara High School.	30 0 0	Do.
English, Sanskrit and Canarese.	Matriculated 1870.	6 7 23	5th Assistant Master, Belgaum High School.	30 0 0	
Sanskrit and a little of English.	None ..	6 7 13	Sanskrit Teacher, 1st Grade Anglo-Vernacular School, Sholápur.	30 0 0	
English and a little of Sanskrit.	None ..	6 6 14	Head Clerk, Deputy Educational Inspector, Násik.	30 0 0	
Marathi and English.	None ..	6 6 0	Head Master, Anglo-Vernacular School, Sadashivgarh.	30 0 0	
None	None. ..	6 6 0	2nd Assistant Master, Aden English School.	30 0 0	
English ..	None ..	6 5 22	Head Master, Gujarati School No. II., Baroda.	30 0 0	From Baroda State.
English	None ..	6 5 13	Acting Head Master, Baroda Marathi School No. II.	30 0 0	Do.
English	None ..	6 4 25	Clerk, Deputy Educational Inspector, Ahmedabad.	30 0 0	
English	None ..	6 4 15	Head Master, Superior Vernacular School, Nárgaon.	30 0 0	From Local Funds.
English and Sanskrit.	Matriculated 1868.	6 4 14	Sanskrit Teacher, 1st Grade Anglo-Vernacular School, Kalyán.	30 0 0	
English	Matriculated 1870.	6 1 0	5th Assistant Master, Násik High School.	30 0 0	
English and a little of Sanskrit.	None ..	6 0 18	Head Master, Kolhápur School, Mándavi.	30 0 0	From Kolhápur Dama Trust Funds.
English	Matriculated 1870.	6 0 14	2nd Assistant Master, Branch School No. II., Ahmedabad.	30 0 0	
English	Matriculated 1870.	6 0 11	1st Assistant, 1st Grade Anglo-Vernacular School, Jamkhandi.	30 0 0	From Jámkhandi State.
English	None ..	5 9 23	Sanskrit Teacher, High School, Bhaunagar.	30 0 0	From Káttywár Educational Funds.
English and Sanskrit.	Matriculated 1871.	5 8 5	An Assistant Master, Rájárám High School, Kolhápur.	30 0 0	From Kolhápur State.
English and Marathi.	*None* ..	5 5 0	*Clerk* to the Deputy Educational Inspector, Belgaum.	30 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
771	Narhar Ganasham Sanzgiri .	27	Goud Brahmin	Goa	Robert Money Institution.	Marathi ..
772	Yadeo Govind Parkhe ..	29	Brahmin ..	Khandesh ..	Dhulia High School.	Marathi ..
773	Dhirumal Motiram Mánsukhani.	28	Hindu Amil..	Hyderabad ..	High School, Hyderabad.	Sindhi ..
774	Ramchandra Jagannath Godbole.	27	Brahmin ..	Poona	Deccan College ..	Marathi ..
775	Vasudeva Vinayak Karandikar.	26	Brahmin ..	Wái	Ahmednagar High School.	Marathi ..
776	Nimchand Parsotam Goshalia.	26	Vania.. ..	Rájkot	Rájkot High School.	Gujarati ..
777	Shrinivas Govind Bhanap ..	25	Brahmin ..	Nagar	Deccan College ..	Marathi ..
778	Krishnaji Moreshwar Sane..	25	Brahmin ..	Papdi	Poona High School.	Marathi ..
779	Dinkar Sadashiva Nimbkar .	35	Brahmin ..	Ratnágiri ..	Kolhápur Training School.	Marathi ..
780	Jivakar Bai (wife of Lalu Matar).	23	Vania.. ..	Broach	Kervadi Gujarati School.	Gujarati ..
781	Ambu Shastri bin Sadashive Bhat.	58	Brahmin ..	Násik	Násik	Marathi ..
782	Abashastri bin Rajaram Shastri.	36	Brahmin ..	Aurangabad ..	Baroda	Marathi ..
783	Utamram Dulabhram Joshi .	45	Brahmin ..	Torna	Nandode and Broach.	Gujarati ..
784	Vaghaji Asharam Oza ..	25	Brahmin ..	Morvi	Rájkot High School.	Gujarati ..
785	Martand Ganesh Panshe ..	35	Brahmin ..	Poona	Poona Civil Engineering College.	Marathi ..
786	Keshow Shesho Jakati ..	25	Brahmin ..	Chikodi (Belgaum).	Dharwar High School.	Canarese ..
787	Sorabsha Byramji Doctor ..	27	Parsi	Surat	Surat English School.	Gujarati ..
788	Ganesh Vinayek Bhate ..	30	Brahmin ..	Tanna	Elphinstone High School.	Marathi ..
789	Saleh bin Ibrahim	43	Arab	Soharti	Soharti School.	Arabic ..
790	Kavasji Manekji Nicholson ..	26	Parsi	Bombay	Elphinstone High School	Gujarati ..
791	Bhimaji Mahadeva Singit ..	27	Brahmin ..	Dharwar ..	Belgaum High School.	Canarese ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Yrs.	m.	d.		Rs.	a.	p.	
English	Matriculated 1867.	5	7	27	Head Master, 2nd Grade Anglo-Vernacular School, Khetwadi, Bombay.	30	0	0	
English	Matriculated 1870.	5	7	26	3rd Assistant Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	30	0	0	
English and Persian.	None ..	5	6	28	Head Master, Anglo-Vernacular School, Matara.	30	0	0	From Local Funds.
English and Sanskrit.	Matriculated 1867.	5	5	0	14th Assistant Master, Poona High School.	30	0	0	
English and Sanskrit.	Matriculated 1871.	5	4	0	5th Assistant Master, Ahmednagar High School.	30	0	0	
English	Matriculated 1870.	5	4	0	1st Assistant Master, English School, Moravi.	30	0	0	From Kattywar Educational Funds.
English and Sanskrit.	Matriculated 1868.	5	3	3	2nd Assistant Master, 1st Grade Anglo-Vernacular Phanaswadi School, Bombay.	30	0	0	
English.. ..	Matriculated 1870.	5	2	22	Clerk, Deputy Educational Inspector, Tanna, S. D.	30	0	0	
None	None ..	5	1	0	Tutor to the Chief of Vishalgarh.	30	0	0	From Vishalgarh State.
None	None ..	4	10	0	Head Mistress, Churney Road Girls' School, Bombay.	30	0	0	
Sanskrit ..	None ..	4	10	0	Head Master, Vyakarna Shastra Shala, Baroda.	30	0	0	From Baroda State.
Sanskrit ..	None ..	4	10	0	Head Master, Nyayashastra Shala, Baroda.	30	0	0	Do.
Sanskrit and Maghadi.	None ..	4	9	23	Head Master, Jotish Shala, Baroda.	30	0	0	Do.
English	Matriculated 1872.	4	9	4	1st Assistant, English School, Navanagar.	30	0	0	From Kattywar Educational Funds.
None	None ..	4	8	24	Senior Assistant Teacher, Poona Civil Engineering College.	30	0	0	
English, Marathi and a little of Sanskrit.	Matriculated 1872.	4	4	20	6th Assistant Master, Dharwar High School.	30	0	0	
English, Persian, Hindustani, and a little of Arabic.	None ..	4	4	11	Persian Teacher, Surat High School.	30	0	0	
English	Matriculated 1869.	4	4	0	4th Assistant Master, Jaganath Sunkerset 1st Grade Anglo-Vernacular School, Bombay.	30	0	0	
None	None ..	4	4	0	3rd Assistant Master, Aden English School.	30	0	0	
English	Matriculated 1872.	4	3	16	6th Assistant Master, Fort Branch School, Bombay.	30	0	0	
English, Canarese, and Marathi.	Do. ..	4	2	19	1st Assistant Master, 1st Grade Anglo-Vernacular School, Gadag.	30	0	0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
792	Anant Shivaram Parbhu	25	Brahmin	Haripur (Ratnágiri).	Kolhápur High School.	Marathi
793	Kharshedji Jamasji Madan	27	Parsi	Bombay	Sir J. J. Parsi Benevolent Institution.	Gujarati
794	Ramji Virji Bhat	24	Brahmin	Kattywar	Elphinstone High School.	Gujarati
795	Vinayak Hari Bhome	25	Brahmin	Fungus	Elphinstone College.	Marathi
796	Jetashanker Gokalji Buch	24	Brahmin	Dhrole	Rájkot High School.	Gujarati
797	Hari Panset Lad	24	Vania	Elvan	Elphinstone College.	Marathi
798	Yeshwant Balkrisna Dalvi	26	Goud Brahmin	Hanchinhal	Dhárwár High School.	Marathi
799	Mogalal Motilal Bachech	24	Brahmin	Ahmedabad	Ahmedabad High School.	Gujarati
800	Hanmant Lakshman Gadagkar.	24	Brahmin	Kittur, Belgaum.	Belgaum High School.	Marathi
801	Narayen Vishwanath Patwardhan.	28	Brahmin	Kalyán	Deccan College	Marathi
802	Hucharao Anant Dongare	23	Brahmin	Shikárpur	Belgaum High School.	Canarese
803	Venkatesh Bapuji Kelkar	24	Brahmin	Nargund	Belgaum High School.	Marathi
804	Parbhuram Mulji Bhat	22	Brahmin	Bárdoli	Surat High School.	Gujarati
805	Surajbhan Bhavanprasad Alur.	25	Rajput	Alur (Dhárwar).	Dharwar High School.	Hindustani
806	Javerishankar Mayashankar Tarvadi.	25	Brahmin	Nariád	Elphinstone College.	Gujarati
807	Sakarlal Vajishankar Oza	23	Brahmin	Bhaunagar	Bombay St. Xavier's College.	Gujarati
808	Maneklal Nagardas	22	Vania	Dholka	Ahmedabad Training College.	Gujarati
809	L. M. Gomes	31	Christian	Goa	Robert Money Institution and Sir J. J. School of Art.	Portuguese
810	Govind Appaji Sahasrabudhe.	24	Brahmin	Ratnágiri	Deccan College	Marathi
811	Mangumal Menghray Ghandi.	20	Bhatia	Rohri	High School, Shikárpur.	Sindhi
812	Hormasji B. Gandevia	25	Parsi	Bombay	Elphinstone College.	Gujarati
813	Raghunath Hari Abhyankar.	27	Brahmin	Naringari (Ratnagiri).	Belgaum High School.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	13	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated 1872.	4 0 15	Head Master, Anglo-Vernacular School, Malkápur.	30 0 0	From Vishalgarh State.
English and Persian.	Matriculated 1872.	3 10 20	2nd Assistant Master, Chandanwádi 1st Grade Anglo-Vernacular School, Bombay	30 0 0	
English	Matriculated 1872.	3 6 23	7th Assistant Master, Fort Branch School, Bombay.	30 0 0	
English and Sanskrit.	Matriculated 1872.	3 4 20	5th Assistant Master, Jugannath Shankerset 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
English	Matriculated 1873.	3 3 25	2nd Assistant Master, Branch School, Rájkot.	30 0 0	From Kattywar Educational Funds.
English and Sanskrit.	Matriculated 1871.	3 2 29	8th Assistant Master, Satara High School.	30 0 0	
English and Canarese.	Matriculated 1873.	3 0 9	Head Master Anglo-Vernacular School, Nipani.	30 0 0	
English	Matriculated 1874.	2 6 9	Assistant Master, English School, Dholka.	30 0 0	
Canarese and English.	Matriculated 1873.	2 5 15	Sub-Deputy Inspector, Mudhol School.	30 0 0	From Mudhol State.
English and Sanskrit.	Matriculated 1870.	2 4 16	7th Clerk, Curator Government Central Book Depôt.	30 0 0	
English and Marathi.	Matriculated 1874.	2 1 26	4th Assistant English, School, Karwar.	30 0 0	
English and Canarese.	Matriculated 1874.	2 1 17	Head Master, Anglo-Vernacular School, Nipani.	30 0 0	
English	None	2 0 13	Head Master of the Talukdári School, Sadra.	30 0 0	From Sádra Educational Funds.
Marathi	Matriculated 1873.	2 0 7	3rd Assistant, English School, Dharwar.	30 0 0	
English and Sanskrit.	Matriculated 1871.	1 11 15	6th Assistant Master, Nariád High School.	30 0 0	
English	None	1 11 7	3rd Assistant, English School, Bhaunagar.	30 0 0	
None	None	1 9 9	Head Master, Vernacular School, Rájkot.	30 0 0	
English	None	1 9 0	Pupil Teacher of the Sir J. J. School of Art.	30 0 0	
English and Sanskrit.	Matriculated 1873.	1 7 4	Sanskrit and English Teacher, 1st Grade Anglo-Vernacular Schools, Pandharpur.	30 0 0	
English and Persian.	Matriculated 1875.	1 6 5	2nd Assistant Master, Anglo-Vernacular School, Sukkur.	30 0 0	
English, Persian and Arabic	Matriculated 1869.	1 3 20	Acting 6th Assistant Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
English and Canarese.	Matriculated 1870.	1 3 2	Head Master, Anglo-Vernacular School, Shirhátti.	30 0 0	Previously served 4 years in the Lakshmeshwar State. Paid from Sángli State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
814	Narbheram Manishankar ..	40	Brahmin ..	Mota	Nausári School .	Gujarati ..
815	Shivarudraya Madivelaya Pandit.	23	Lingayet ..	Belgaum ..	Belgaum High School.	Canarese ..
816	Ganpatram Rajaram.. ..	49	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarati ..
817	Annant Apaji Renayikar ..	25	Brahmin ..	Satara	Deccan College.	Marathi ..
818	Subaji Venkatesh Yafgiri ..	20	Brahmin ..	Ránibennur ..	Deccan College..	Canarese ..
819	Dinkar Ganesh Kelkar ..	43	Brahmin ..	Poona	Poona College..	Marathi ..
820	Pandurang Vaman Tanksale.	25	Brahmin ..	Rahiputpur ..	Deccan College..	Marathi ..
821	Mahadeo Govind Wagle ..	25	GoudBrahmin	Sáwant Wári ..	Elphinstone College.	Marathi ..
822	Ramchandra Jivaji Josi ..	21	Brahmin ..	Nawalgund ..	Deccan College .	Canarese ..
823	Jhamrai Manghumal.. ..	23	Amil	Hyderabad (Sind).	Hyderabad Mission School.	Sindhi ..
824	Vasanji V. Gorolal	21	Khatry ..	Talaja	Elphinstone College.	Gujarati ..
825	Murajmal Moujsing Bhownani.	21	Amil	Hyderabad ..	Hyderabad High School.	Sindhi ..
826	Rahimudin walad Abdul Latif Munshi.	28	Mahomedan..	Nágpur	Nágpur School..	Hindustani.

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
A little of English.	None ..	1 3 0	Head Master, Gujarati School, Nausari.	30 0 0	From Baroda State.
English and Marathi.	None ..	1 1 0	Clerk, Educational Inspector Southern Division's Office, Belgaum.	30 0 0	
None	None ..	0 11 16	Head Master, Sidhapore Gujarati School, Baroda.	30 0 0	From Baroda State.
English and Sanskrit.	F. E. A., 1874	0 11 4	7th Assistant Master, Rájárám High School.	30 0 0	Paid from Kolhápur State.
English and Persian.	Matriculated 1874.	0 9 25	2nd Assistant Master (Canarese Side), Belgaum High School.	30 0 0	
English	None ..	0 8 14	Assistant to English Accountant, Educational Inspector, Central Division's Office.	30 0 0	
English and Sanskrit.	Matriculated 1872.	0 4 21	Substantive *pro-tem.* 7th Assistant Master, Satara High School.	30 0 0	
English and Sanskrit.	F.E.A., 1875	0 4 19	Head Master, Dongri 2nd Grade Anglo-Vernacular School, Bombay.	30 0 0	
English and Sanskrit.	Matriculated 1875.	0 4 11	1st Assistant English School, Hubli.	30 0 0	
English and Hindustani.	Matriculated 1873.	0 4 3	Substantive *pro-tem.* 7th Assistant Master, No. IX. High School, Kurrachee.	30 0 0	
English	Matriculated 1873.	0 4 1	3rd Assistant, English School, Nawagar.	30 0 0	
English and Persian.	Matriculated 1873.	0 2 11	Assistant Master, Anglo-Vernacular School, Tatta.	30 0 0	
Persian and Marathi.	None ..	0 1 5	Probationary Head Master, Hindustani School, Bhiwandi.	30 0 0	

K. M. CHATFIELD,
Director of Public Instruction.

ALPHABETICAL INDEX TO THE EDUCATIONAL DIRECTORY FOR THE YEAR 1877-78.

A.

	No.
Abamadani, A. R. M. S.	634
Abhiankar, K. H.	450
Abhiankar, S. H.	813
Abhiankar, V. G.	625
Advani, B. K.	402
Advani, T. S.	164
Afghan, D. M. G. R.	740
Afghan, G. G. R. K.	638
Agarkar, W. K.	43
Agashey, R. H.	307
Agashe, B. T.	293
Agashe, G. J.	208
Ahmmadani, A. R. M. S.	524
Ajamkar, A. M.	28
Akhund, G. A. I.	71
Alur, S. B.	805
Ambardekar, G. K.	275
Ambedkar, Y. A.	658
Amulakh Sorabhai*	675
Amantani, J. M.	486
Ankle, S. M.	124
Appaji Baburao*	154
Apte, B. B.	408
Apte, G. V.	565
Apte, M. S.	609
Apte, S. R.	242
Arjani, M. D.	238
Arnott, J.	30 S.A.
Asarpota, K. A.	158
Athale, S. T.	528
Athavale, G. B.	697
Athavale, N. C.	426
Athavale, S. N.	330
Atlokar, A. S.	751
Atmaram Mayashankar*	721
Atre, A. R.	230
Atre, R. B.	499

B.

	No.
Bachech, D. M.	104
Bachech, M. M.	799
Bagalkot, B. R.	421
Bailhongal, B. B.	660
Bajan, F. C.	296
Bal, K. B.	5
Balsari, M. B.	213
Balsari, R. H.	512
Bandivedekar, B. M.	673
Bapat, B. S.	545
Bapat, G. S.	735
Bapat, N. V.	1
Bapat, R. C.	232
Bapat, T. V.	280
Bapat, V. A.	375
Bapu Sonsawant*	306
Barrett, A.	37 S.A.
Barud, R. V.	264
Barve, G. V.	438
Battha, S. P.	384
Bedekar, G. W.	422
Beg, G. R. F.	167

B—*continued.*

	No.
Behare, V. G.	478
Behere, V. D.	219
Belgaumkar, A. S	693
Best, K. T.	42 S.A.
Bevar, R. H.	226
Bhaganari, N. T.	594
Bhagwat, K. V.	633
Bhagwat, S. R.	266
Bhakra, U. B.	172
Bhakru, U. B.	159
Bhanap, B. V.	119
Bhanap, S. G.	777
Bhandarkar, R. G.	41 S.A.
Bhat, A. S. S.	761
Bhat, B. M.	726
Bhat, D. D.	207
Bhat, G. A.	132
Bhat J. J.	476
Bhat, L. D.	362
Bhat, M. B.	418
Bhat, M. I.	420
Bhat, P. M.	804
Bhat, R. A.	312
Bhat, R. V.	794
Bhate, G. V.	788
Bhate, S. B.	159
Bhatkande, S. V.	111
Bhatwadekar, N. R.	819
[illegible] G. V.	514
[illegible]	180
[illegible]	459
[illegible]	245
[illegible]	48
[illegible]	624
Bhide, [illegible] V.	427
Bhide, G. R.	[illegible]32
Bhide, G. Y.	372
Bhide, K. V.	695
Bhide, P. G.	139
Bhide, S. V.	622
Bhimacharya Zalakikar*	150
Bhiroe, V. Y.	612
Bhogilal Pranvalabdas*	38 S.A.
Bhojwani, A. T.	9
Bhome, V. H.	795
Bhosekar, L. G.	674
Bhosekar, R. P.	648
Bhownani, M. M.	825
Bijapur, P. S.	424
Bijurkar, P. S.	587
Bilimoria, F. R.	227
Blanc, H. J.	27 S.A.
Bocarro, J.	11
Bodas, D. M.	419
Bodas, M. R.	451
Bodas, R. S.	202
Bokil, R. K.	386
Bopardikar, M. K.	329
Bramchari, L. P.	736
Buch, J. G.	796
Bühler, G.	4 S.A.
Bülani, A. L. G. H.	725
Butani, F. V.	471

Bhende, Bhide, B. B.

---

* Surname not known.

S. A. denotes superior appointment.

C

	No.
Captain, N. A.	454
Chandarumal Pinjomal*	698
Chandorkar, R. E.	729
Chandramani, B. T.	235
Chatfield, K. M.	1 S.A.
Chatre, A. M.	217
Chatre, A. V.	576
Chatre, K. L.	8 S.A.
Chatre, S. A.	754
Chaturbhuj Ratansi*	608
Chaturlal Bhogilal*	415
Chiplunkar, K. S.	48 S.A.
Chiplunkar, V. K.	136
Chitale, K. G.	449
Chitnis, S. C.	37
Chobe, B. A.	35
Choksi, G. S.	385
Choksi, M. M.	272
Chowbal, K. D.	206
Chunilal Amratrai*	367
Collett, Miss L. R.	80
Cook, H.	22 S.A.
Cooke, S.	11 S.A.
Cooke, T.	5 S.A.
Costa, T.	65
Cumpta, V. A.	722

D

Dabke, V. A.	[illegible]
Dalal, D. V.	[illegible]
Dalal, H. N.	[illegible]
Dalal, J. A.	[illegible]
Dalal, M. H.	[illegible]
Dalal, N.	443
Dalal, T. N.	593
Dalal, V. G.	410
Dalvi, G. B.	715
Dalvi, Y. B.	798
Damle, A. C.	613
Damle, H. B.	440
Dandenaik, S. B.	664
Dandekar, B. B.	762
Dandekar, S. B.	535
Daruwalla, R. A.	149
Dastur Hoshangji Jamaspji*	58 S.A.
Datar, B. D.	334
Datar, B. H.	251
Datar, K. L.	99
Datar, N. G.	55
Datar, N. R.	308
Datar, R. H.	287
Datar, V. P.	568
Dater, R. B.	693
Dave, A. T.	255
Dave, S. N.	168
Dave, G. D.	810
Dave, H. K. L.	200
Dave, P. M.	12
Dave, R. R.	765
Dave, R. T.	116
Dave, T. M.	246
Dave, V. G.	671
Dayabhai Abaram*	642

D—*continued.*

	No.
DeCruz, S.	582
Degavekar, N. B.	753
Deodhar, N. B.	93
Deodhar, V. D.	254
Deodhar, V. R.	756
Deodhar, V. S.	474
Deokule, R. M.	188
Deotrat, R. Y.	704
Desai, A. H.	398
Desai, B. G.	360
Desai, B. P.	614
Desai, D. M.	303
Desai, D. U.	277
Desai, G. D.	734
Desai, G. G.	48
Desai, G. H.	713
Desai, G. S.	2
Desai, H. G.	709
Desai, H. K.	332
Desai, J. R.	405
Desai, K. E.	347
Desai, K. J.	39
Desai, K. K.	216
Desai, K. S.	484
Desai, M. G.	108
Desai, M. H.	214
Desai, M. T.	102
Desai, N. F.	243
Desai, P. N.	559
Desai, P. N.	573
Desai, P. R.	466
Desai, R. S.	523
Desai, S. K.	620
Desai, V. M.	362
Deshpande, C. R.	388
Deshpande, D. B.	233
Deshpande, V. Y.	469
Dhairyawan, G. M.	222
Dhairyawan, K. V.	148
Dhairyawan, R. V. A.	27
Dharap, M. B.	316
Dharwarkar, C. B.	17
Dharu, K. G.	105
Dhavale, S. N.	503
Dhekne, G. G.	192
Dhirajram Dalpatram*	140
Dholakia, R. B.	155
Dhondo Dattatraya*	676
Dhulekar, D. B.	236
Dhume, S. M.	163
Digrajkar, G. R.	470
Divan, P. M.	493
Divekar, A. B.	179
Divekhar, S. M.	548
Dixit, B. G.	147
Dixit, C. D.	128
Dixit, G. T.	153
Dixit, P. M.	19
Dixit, R. A.	554
Dixit, R. N.	706
Dixit, S. B.	520
Doctor, S. B.	787
Dongare, H. A.	602
Dongre, G. R.	447
Draper, W.	19 S.A.
Dravid, G. S.	588
Dubash, J. C.	72
Dymock, W.	24 S.A.

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* Surname not known.

S. A. denotes superior appointment.

J—*continued.*

	No.
Joshi, J. A.	748
Joshi, J. P.	540
Joshi, K. L.	541
Joshi, K. Y.	423
Joshi, N. D.	562
Joshi, N. D.	483
Joshi, P. N.	444
Joshi, R. J.	822
Joshi, R. K.	413
Joshi, U. D.	788
Joshi, W. C.	668
Joshi, Y. V.	679
Joshipora, C. N.	224

K.

Kahanji Tricamdas*	644
Kaje, B. B.	315
Kalay, S. B.	733
Kale, B. V.	381
Kale, N. B.	297
Kale, S. M.	395
Kalgooker, B. M.	608
Kanade, T. C.	711
Kandwalla, N. J.	442
Kane, B. G.	726
Kane, M. V.	6
Kanga, H. E.	460
Kanga, J. H.	516
Kanga, M. H.	349
Kankotia, O. G.	490
Kansara, N. V.	318
Kantak, A. B.	595
Kapadia, J. B.	152
Kapadia, P. P.	605
Kapsikar, G. S.	585
Karandikar, G. G.	262
Karandikar, N. G.	268
Karandikar, R. B.	142
Karandikar, V. V.	775
Karani, F. B.	194
Karkare, B. B.	552
Karkare, G. C.	538
Karmarkar, K. G.	492
Karmarkar, K. G.	564
Karmarkar, W. B.	173
Kashikar, M. S.	475
Kashiprasad Ramprasad*	761
Kathavate, A. V.	31
Kavishwar, D. D.	705
Kazi, A. K. M. T.	630
Kazi, F. M. A.	248
Kazi, M. A. A.	688
Kazi, M. A. F. M.	315
Kazi, M. I. A. R.	369
Kelkar, A. R.	691
Kelkar, D. G.	819
Kelkar, K. G.	146
Kelkar, K. R.	292
Kelkar, R. S.	464
Kelkar, V. B.	803
Kelkar, V. P.	218
Kelkar, W. G.	527
Kerur, S. Y.	240
Keskar, H. B.	69
Khakhar, D. F.	3

K—*continued.*

	No.
Khambatta, R. L.	269
Khandekar, T. G.	191
Khanam, U. J. S.	373
Khare, H. L.	667
Kharkare, G. V.	54 S.A.
Kheshwala, M. S.	610
Khudabadi, G. L.	244
Kielhorn, F.	9 S.A.
Kika, S. P.	24
Kirkham, T. R.	15 S.A.
Kirkpatrick, H. C.	19 S.A.
Kirloskar, B. P.	750
Kirloskar, S. R.	137
Kirpalani, K. P.	494
Kirpalani, M. V.	258
Kirpekar, H. N.	333
Kirtane, K. W.	90
Kirtane, M. S.	458
Kirtane, T. N.	87
Kitur, S. R.	327
Knapp, W. F.	28 S.A.
Kolatkar, G. S.	363
Kolatkar, L. S.	129
Kolatkar, R. B.	719
Konkar, N. R.	341
Koppikar, D. N.	392
othamara, B. J.	169
othari, V. M.	885
twani, T. B.	653
irsagar, K. V.	629
lkurni, N. S.	768
nte, A. M.	59
unte, M. M.	40 S.A.
ureshi, K. T.	682

L.

d, J. R.	414
d, H. P.	797
ghate, B. H.	110
Laivala, G. M.	57
Lalchand, M. T. B.	752
Landhe, V. R.	647
Lawyer, M. B.	42
Lee-Warner, W.	47 S.A.
Leith, E. F.	18 S.A.
Lele, B. B.	739
Lele, G. D.	526
Lilkant, M. R.	53 S.A.
Limaye, B. R.	77
Limaye, G. B.	574
Limaye, G. V.	82
Limaye, J. B.	481
Limaye, K. P.	198
Limaye, N. B.	85
Limaye, S. R.	511
Lord, H. N.	281
Lowlekar, M. V.	743
Lyon, I. B.	23 S.A.

M.

Mackenzie, J. T. D.	31 S.A.
Macnaghten, C.	35 S.A.
Maconnochie, G. A.	26 S.A.
Madan, J. F.	203
Madan, K. J.	793

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* Surname not known.

S. A. denotes superior appointment.

E.

	No.
Edaljee Nasservanji*	62
Enti, B. A.	145

F.

Fatesang Chatrasang*	635
Forrest, G. W.	43 S.A.

G.

Gadagkar, H. L.	800
Gadgil, K. P.	193
Gadre, G. D.	323
Gadre, G. P.	364
Gadre, R. V.	500
Gadre, V. D.	86
Gajawalle, E. S.	458
Gajra, K. K.	408
Gaistge, S. S.	539
Gandevia, H. B.	812
Gandhi, R. B.	584
Gandhi, J. M.	804
Gandhi, V. W.	338
Gangan, R. H.	337
Ganpatram Rajaram*	816
Ghandi, A. M.	683
Ghandi, M. M.	811
Ghanekar, B. K.	663
Ghate, N. V.	472
Ghelabhai Pranshankar*	637
Ghudasing bin Shevramsing*	661
Giles, E.	14 S.A.
Gimi, D. E.	56 S.A.
Ghirdharlal Gopal*	345
Godbole, B. A.	529
Godbole, B. S. S. S.	467
Godbole, K. P.	98
Godbole, N. B.	133
Godbole, P. B.	100
Godbole, R. J.	774
Godbole, R. S.	101
Godbole, V. W.	250
Gogari, R. M.	257
Gokhale, B. D.	109
Gokhale, B. N.	390
Gokhale, K. B.	47
Gokhale, N. K.	45
Gokhale, T. S.	727
Golay, N. K.	107
Gomes, L. M.	809
Gondhalekar, B. G.	560
Gore, U. A.	309
Gore, V. C.	575
Gore, V. K.	68
Gorolal, V. V.	824
Goshalia, N. P.	776
Goverishanker Prabhashankar*	759
Gowtam, T. B.	619
Gray, W.	32 S.A.
Griffiths, J.	34 S.A.
Gulabdas Gopaldas *	379
Gune, E. V.	259
Gune, N. D.	555
Gunjikar, R. B.	190
Gurdey, K. K.	342
Gurjar, R. S.	665
Gurvani, H. D.	643
Guzar, D. B.	707

H.

	No.
Hakim, D. B.	609
Haldikar, S. S.	723
Hangday, B. H.	557
Hardikar, R. B.	495
Hargovindas Dwarkadas*	15
Harilal Naronji*	267
Hathornthwaite, J. F.	12 S.A.
Hatvalne, S. R.	358
Hirpatack, G. B.	22
Hojel, A. N.	25 S.A.
Honawar, S. M.	719
Hoogwerf, E. H.	51 S.A.
Hora, J. S.	41
Hormasji Rastomji*	607
Hubli, V. R.	380
Hughes, A. H.	29 S.A.
Huilgole, B. K.	51
Hulibatti, D. C.	436

I.

Indapurkar, W. G.	213

J.

Jacob, H. P.	86 S.A.
Jadava, Y. V.	359
Jade, R. M.	599
Jagannath Jethalal*	551
Jaghirdar, D. M.	40
Jakatdar, D. V.	569
Jakati, K. S.	786
Jalihal, A. R.	289
Jambhekar, A. G.	757
Jambotkar, Y. V.	717
Jamnadas Govindas *	728
Jani, J. M.	677
Jani, L. M.	423
Jardine, J.	21 S.A.
Jatar, D. B.	26
Javheri, M. M.	205
Javheri, M. R.	18
Javheri, N. G.	68
Javikar, K. A.	627
Jhala, D. L.	592
Jhamatmal Narumal*	20
Jhamrai Mangiumal*	623
Jhangyani, P. R.	401
Jinsivala, S. G.	153
Jivakar Bai*	780
Joglekar, B. V.	547
Joglekar, M. V.	678
Joglekar, R. R.	533
Joshi, A. B.	714
Joshi, A. D.	499
Joshi, B. G.	274
Joshi, B. J.	326
Joshi, B. K.	263
Joshi, D. N.	144
Joshi, D. N.	185
Joshi, D. S.	482
Joshi, D. S.	628
Joshi, G. G.	567
Joshi, G. L.	594
Joshi, G. V.	292

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* Surname not known.

S. A. denotes superior appointment.

S—*continued.*

	No.
Shaik Hayat*	165
Shaik Imam valad Shaik Mahomed*	615
Shangiri, S. V.	49
Shastri, A. R.	754
Shastri, G. G.	78
Shastri, P. L.	288
Shastri, P. L.	744
Shastri, V. V.	702
Shastri, Y. C.	204
Shende, R. R.	435
Sheth, M. U.	210
Shidore, M. V.	513
Shindgi, S. T.	498
Shiraidkar, G. G.	623
Shirhattikar, V. A. N. C.	641
Shoni, M. A.	417
Sidek, A. K. M. H.	680
Singh, B. M.	791
Sipamalani, P. G.	340
Sohoni, A. V.	166
Sohoni, E. B.	580
Soman, V. L.	654
Sudame, P. N.	448
Sukal, B. K.	391
Sukul, C. M.	383
Sukal, H. M.	300
Sukal, J. K.	882
Sukal, P. M.	412
Sukal, S. R.	[illegible]
Sukhtankar, K. R.	669
Sule, S. B.	171
Supre, N. B.	370
Surti, M. J.	324
Sutaria, D. P.	589
Syed, A. M. S.	378
Syed, M. W. M. M.	581

T.

Talati, E. D.	32
Talekar, R. V.	737
Talekar, S. S.	57 S.A.
Tambalkar, B. S.	265
Tambulkar, G. S.	681
Tankasale, M. A.	457
Tanksale, P. V.	320
Tanpe, G. S.	770
Tarkhadkar, D. B.	121
Tarkhadkar, M. A.	46 S.A.
Tarvadi, A. P.	602
Tarvadi, B. M.	561
Tarvadi, C. B.	577
Tarvadi, G. A.	187
Tarvadi, G. M.	730
Tarvadi, H. S.	525
Tarvadi, J. M.	806
Tarvadi, L. G.	389
Tarvadi, L. H.	749
Tarvadi, L. R.	96
Tarvadi, M. D.	223
Terry, G. W.	33 S.A.
Thakar, A. M.	579
Thakar, G. P.	616
Thakar, H. N.	322
Thakor, K. C.	655
Thathe, C. S.	290
Thathe, G. H.	635
Tikhe, G. S.	473
Tilak, N. P.	122

T—*continued.*

	No.
Tilo, T. S.	805
Travadi, P. U.	429
Turmuri, G. M.	662

U.

Udgati, S. M.	598
Udhanmal, Satramdas*	275
Unwalla, J. N.	[illegible]
Upadia, H. G.	672

V.

Vadekar, K. C.	550
Vaidya, O. S.	36
Vaidya, H. K.	632
Vaidya, J. K.	88
Vaidya, K. M.	760
Vaidya, K. M.	425
Vaidya, N. M.	314
Vaidya, R. H.	687
Vaidya, R. J.	201
Vaidya, R. S.	416
Vaidya, S. B.	478
Vaidya, V. S.	599
Vaidya, W. K.	197
Vajeram Prabhashanker*	289
Vakil, R. J.	95
Valia, M. R.	506
Vasuvada, M. A.	126
Vasvani, J. T.	350
Vatcha, E. M.	230
Vaze, G. R.	471
[illegible]d, D. D.	170
Vellankar, H. M.	563
Verdo, G. V.	123
Vijalpura, B. H.	507
Vijaya, H. M.	178
Vijavala, J. V.	355
Villanji, G. K.	536
Vimavala, M. K.	151
Virbhadrapa Andenappa*	738
Vora, D. K.	254
Vora, M. D.	404
Vyas, D. V.	61
Vyas, H. H.	519
Vyas, H. N.	385
Vyas, J. P.	434
Vyas, J. M.	703
Vyas, L. L.	565
Vyas, S. R.	536

W.

Waddington, Lieut.-Colonel T.	2 S.A.
Wadewade, K. G.	636
Wadia, M. N.	91
Wadke, N. B.	359
Wagle, M. G.	821
Wakharkar, B. B.	50 S.A.
Wasudeo, W. A.	295
Wasunani, T. W.	73
Webb, W.	20 S.A.
Wordsworth, W.	3 S.A.

Y.

Yatgiri, S. V.	818
Yevalekar, G. G.	455
Yogi, N. D.	176

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* Surname not known.

S. A. denotes superior appointment.

P—*continued.*

	No.
Pandya, N. B.	549
Pandya, N. L.	39
Pandya, N. S. K.	301
Pandya, P. U.	491
Pandya, V. D.	354
Pandya, V. G.	859
Panshe, M. G.	785
Paranjpe, B. B.	670
Paranjpe, G. D.	13
Paranjpe, L. V.	50
Paranjpe, R. V.	651
Paranjpe, S. B.	25
Parbhu, A. S.	792
Parbhu, S. V.	657
Parchure, T. K.	441
Parekh, G. K.	189
Parekh, H. R.	544
Parekh, J. A.	377
Parekh, J. B.	766
Parekh, K. P.	542
Parekh, M. A.	468
Parekh, M. N.	161
Parekh, V. N.	356
Parke, B. G.	621
Parkhe, Y. G.	772
Parmar, F. C.	701
Patankar, K. N.	118
Patel, A. G.	134
Patel, B. F.	60
Patel, E. B	558
Patel, M. P.	517
M. V.	497
, D.	341
, C. M.	543
ak, G. V.	271
hak, H. V.	374
thak, K. S.	571
athak, V. N.	52 S A.
atkar, A. V.	196
atkar, V. R.	344
Patre, R. N.	572
Patwardhan, B. A.	406
Patwardhan, G. B.	93
Patwardhan, N. V.	801
Patwardhan, S. B.	431
Patwardhan, S. V.	8
Patwardhan, T. B.	515
Pavdi, S. M	396
Pavry, N. M.	231
Pawar, G. K.	741
Pendharkar, A. S.	181
Pendharkar, A. V.	103
Peterson, P.	13 S.A.
Petkar, P. V. C.	67
Phadke, G. B.	803
Phadke, G. W.	755
Phadke, L. G.	689
Phadnis, G. K.	376
Pingle, W. S.	333
Pranjivan Tuljaram*	639
Pundalik, G. M.	510
Punjari, G. R.	690
Purandhare, G. M.	286
Purani, A. M.	284

R.

	No.
Raghavendrarao, K. M.	115
Raichandani, M. M.	720
Raje, G. A.	452

R—*continued.*

	No.
Ramchandani, P. A.	49
Randive, D. N.	79
Rao, P. G.	204
Rasal, N. B.	769
Ratnagar, N. J.	157
Raval, P. M.	430
Raval, S. B.	796
Ravansidappa Dhondappa*	466
Rawat, S. A.	33
Rebello, F.	552
Rege, K. S.	221
Rekhraj Mohandas*	742
Renavikar, L. A.	817
Ridir, H. M.	732
Risbud, K. S.	445
Roda, S. K.	[illegible]
Ronge, N. M.	[illegible]
Royal, R.	23
Rukadikar, G. H.	469
Russell, W. A.	7 S.A.
Rustamji Jamsedji*	63

S.

	No.
Sabday, G. K.	76
Sabnis, V. G.	485
Sadarangani, T. K.	731
Saharaia, M. R.	81
Saharia, P. B.	270
Saharia, V. G.	247
Sahasrabudhe, B. R.	169
hasrabudhe, B. S.	578
srabudhe, G. A.	810
abudhe, G. D.	649
abudhe, K. K.	509
, B. R.	241
bin Ibrahim*	789
, K. M.	225
P. Z.	346
B. B.	14
, K. K.	321
e, K. M.	778
ane, K. N.	138
Sanjana, P. K.	106
Sanzgiri, N. G.	771
Sarinjame, W. P.	113
Sathe, G. M.	89
Sathe, K. K.	261
Sathe, N. M.	184
Sathe, N. P.	328
Sathe, N. V.	58
Sathe, S. K.	465
Sathe, V. V.	617
Savadi, S. R.	114
Savanur, R. A.	52
Sawant, K. M.	724
Sawargaumkar, T. J.	439
Sayani, I. M.	64
Scorgie, J.	16 S.A.
Selby, F. G.	17 S.A.
Settur, B. S.	117
Shaha, A. D.	135
Shaha, G. B.	313
Shaha, I. V.	177
Shaha, M. A.	489
Shaha, N. M.	640
Shaha, P. K.	631
Shaha, S. V.	437
Shahdadpuri, A. K.	298

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* Surname not known.

S. A. denotes superior appointment.

M—*continued*.

	No.
Mahadevia, M. J.	583
Mahajan, N. S.	694
Manaling, K. B.	366
Mahamed Abdula*	84
Mahammadi, A. M. R.	305
Mahiskar, V. P.	745
Mahomed Hajib*	758
Mahomed Idrus*	487
Majmudar, H. L.	269
Majmudar, N. R.	228
Makhdum, K. S. H. M. S.	75
Malkuni, C. A.	112
Mama, N. R.	125
Maneklal Nagardas*	808
Mangrulkar, R. B.	712
Mansukhani, B. M...	773
Mansukhani, V. J.	120
Mar[illegible]he, A. T.	453
Marathe, R. D.	600
Marphatia, F. H.	570
Master, F. T.	162
Matadar, R. N.	302
Meheta, B. H.	501
Meheta, B. M.	397
Meheta, B. N.	597
Meheta, C. S.	252
Meheta, D. G.	686
Meheta, D. N.	666
Meheta, D. V.	361
Meheta, G. D.	249
Meheta, G. M.	229
Meheta, H. M.	586
Meheta, K. G.	182
Meheta, M. D.	851
Meheta, P. D.	5[illegible]
Meheta, P. G.	[illegible]
Meheta, P. V.	[illegible]
Meheta, T. D.	[illegible]
Meheta, T. N.	[illegible]
Meheta, U. N.	[illegible]
Meheta, V. V.	[illegible]
Molwani, S. T.	6[illegible]
Memam, A. T.	65[illegible]
Memdroina, F. S.	708
Mendale, B. G.	433
Menty, N. U.	291
Mirza Hairat*	45 S. A.
Mirza Ismael*	166
Mirza, S. A. F.	29
Mistri, E. J.	590
Mistri, P. A.	70
Mitchell, Mrs. M. R.	10
Modak, B. P.	56
Modak, J. B.	88
Modak, W. A.	49 S. A.
Modi, B. H.	656
Modi, C. H.	387
Modi, B. H.	371
Modi, M. G.	504
Moghe, V. R.	522
Mogre, H. B...	311
Mohare, G. V.	710
Mone, B. S.	66
Moralvar, N. K.	463
Morris, Miss R.	141
Motichand Vasanji*	591
Motiram Rajaram*	84
Moulvi, S. A. F.	54
Mudlur, S. S.	348
Mujamdar, G. N.	601
Mulay, G. R.	220
Mulay, R. B.	764
Mulay, S. R.	684
Mulekar, V. S.	353
Mulshankar Purandas*	273
Mulvi, A. M. S.	279
Munshi, N. N.	97
Munshi, R. A. L.	836
Munshi, U. K. M.	278
Munsukram Pranji*	696
Murtalo, G. A.	550

N.

	No.
Nadakarani, G. N.	195
Nagarkar, D. N.	39 S. A.
Nagindas Mulchand*	532
Nagindas Narbaram*	537
Naik, G. G.	199
Naik, P. V.	174
Naik, R. G.	74
Namjoshi, M. B.	253
Nanavati, G. L.	357
Naravene, C. D.	534
Narayan Keroba*	716
Narayan Ragunath*	143
Narbheram Manishankar*	814
Naregol, R. S.	325
Nawaskar, N. T.	626
Nene, G. B.	642
Nene, G. B.	21
Nicholson, K. M.	790
Nigudkar, B. D.	[illegible]
Nilkanth, H. S.	[illegible]
Nimbkar, B. B.	[illegible]
Nimbkar, D. S.	779

O.

	No.
Oja, C. L.	94
Oke, A. K.	480
Oke, R. V.	175
Oke, V. K.	317
Oliver, J.	44 S. A.
Oxenham, R. G.	6 S. A.
Oza, B. P.	407
Oza, D. M.	411
Oza, L. J.	446
Oza, N. S.	521
Oza, S. V.	607
Oza, V. A.	784

P.

	No.
Pachotia, M. K.	747
Padeh, J. V.	700
Paithankar, V. R.	618
Paka, M. V.	645
Panalkar, G. B.	546
Pandit, A. N.	352
Pandit, B. P.	20
Pandit, B. R.	320
Pandit, G. G...	211
Pandit, S. M...	815
Pandya, B. J.	461
Pandya, G. G.	502
Pandya, G. M.	611
Pandya, K. G.	437
Pandya, L. A.	606

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* Surname not known.

S. A. denotes superior appointment.

THE

Bombay Educational Record.

No. 5.] MAY 1, 1878. [Vol. XIV.

THE MONTH.

57 STUDENTS have passed the F. E. A. Examination, against 61 last year. Last year there was 1 in the first class, 13 in the second class, and 47 in the third or "Pass" division. This year the classification is nearly the same. There were however no first classes, but 13 second class and 44 "Pass."

IT will be observed from the official notice that the head-quarter station of the Educational Inspector of the Northern Division has been transferred from Surat to Ahmedabad.

THE efforts of Oxford and Cambridge to promote Oriental studies do not appear to meet with much success. The Semitic Languages Tripos at Cambridge, just published, contains one name in the first class; in the second none; in the third none. We observe also that the Chinese Open Scholarship at Oxford, after lying void from its foundation, has just found some one to take it; but how many years it may be before another turns up, it is impossible to say.

THE Education Vote increases from year to year with rapid strides. This year it is in excess of what was asked last year by nearly 300,000*l.* The total estimate for education in England now exceeds two millions sterling. And yet it is not so long ago that wise men used to shake their heads over the parliamentary grant, and say, "It will some day reach a million;" as if after that must come the Deluge. Nor is the temper with which the House of Commons receives the proposal for an annually increasing grant less worthy of note. The system of supplementing local efforts by grants from the Imperial purse may have found assailants in the Press. But no serious opposition has yet been made to it in Parliament. This general acquiescence in the necessity of increased expenditure is the more remarkable when it is contrasted with the opposition against which the Education Vote had once to contend with, when it was not a third of the present total.

THE idea of International Schools is a comparatively new one in England; but it is being put into operation in one or two instances with, we are told, considerable success. The scheme consists in the establishment of a Boarding School in England, and another in France or Germany; one person being principal of both, while each has its own vice-principal responsible for its own management and teaching. The intention is to afford the advantages of foreign residence for the teaching of foreign languages. Thus, a boy admitted to an English Branch Establishment as a boarder would remain pursuing his English education, and perhaps the Accidence of French or German, until it was thought desirable for him to go to the Continent, when he would be passed over to one of the French or German corresponding establishments, where he would at once be set to learn the language most desired, his English subjects being carried on *pari passu*. When he had been abroad long enough, he would be brought back to the English school to finish his course there, or would go at once to the practical business of life. There is a good deal of originality in the plan, and it seems very likely to become largely adopted.

THE *German University Annual* states that there are twenty-one Universities in the Empire, with 20,229 students, of whom 2,500 do not attend any lectures. Of the 17,729 others, more than a third follow the lectures on philosophy which comprise the sciences, as well as those on philosophy strictly so called. The faculty which has the smallest number of students is that of theology, the lectures on which are attended by only 2,223. The Berlin University is the most frequented, having 4,597 students, of whom nearly half, however, do not attend any lectures. Leipsic on the other hand has more than 3,000 students in regular attendance. The Strasburg University is eleventh on the list, with 700 students, and Rostock is last, with only 114. The number of Professors paid by the German Empire is 1,300, and that of the *Privat-docenten* 1,050, The German universities receive about £500,000 a year from the Imperial Budget, but this sum was largely exceeded in 1875, when Strasburg alone was allotted nearly £200,000. The other German universities, situated beyond the confines of the Empire, are Basle (Switzerland), Dorpat (Russia), Vienna, Innsbruck, Prague, and Czernowitz (Austria), so that altogether there are twenty-eight of them in Europe.

PROFESSOR MEIKLEJOHN, in opening lately the educational class at St. Andrew's University, delivered an address in which he condemned the present system of cramming, and the tyranny of the class-book. The subjects taught were too multitudinous, and it was perfectly impossible for the intellect of the children to grasp what was being taught. If he thought this were anything but a passing phase,—a period of transition, with all the weakness and mistakes that clung to such a thing,—he would join heart and hand with the stiffest Tory in the country to pull down this wretched Tower of Babel, and to bring their educational programme down to the simplicity of the ancient Persians, who taught their children only to speak the truth and to draw the bow.

TECHNICAL EDUCATION.

(*Concluded from p.* 44.)

There is another reason, to which I have already adverted, and which I would reiterate, why any extension of the time devoted to ordinary school-work is undesirable. In the newly awakened zeal for education, we run some risk of forgetting the truth that while under-instruction is a bad thing over-instruction may possibly be a worse.

Success in any kind of practical life is not dependent solely, or indeed chiefly, upon knowledge. Even in the learned professions knowledge alone is of less consequence than people are apt to suppose. And, if much expenditure of bodily energy is involved in the day's work, mere knowledge is of still less importance when weighed against the probable cost of its acquirement. To do a fair day's work with his hands, a man needs, above all things, health, strength, and the patience and cheerfulness which, if they do not always accompany these blessings, can hardly in the nature of things exist without them; to which we must add honesty of purpose and a pride in doing what is done well.

A good handicraftsman can get on very well without genius, but he will fare badly without a reasonable share of what is a more useful possession for workaday life, namely, mother-wit; and he will be all the better for a real knowledge, however limited, of the ordinary laws of nature, and especially of those which apply to his own business.

Instruction carried so far as to help the scholar to turn his store of mother-wit to account, to acquire a fair amount of sound elementary knowledge, and to use his hands and eyes, while leaving him fresh, vigorous, and with a sense of the dignity of his own calling, whatever it may be, if fairly and honestly pursued, cannot fail to be of invaluable service to all those who come under its influence.

But, on the other hand, if school instruction is carried so far as to encourage bookishness; if the ambition of the scholar is directed, not to the gaining of knowledge, but to the being able to pass examinations successfully; especially if encouragement is given to the mischievous delusion that brainwork is, in itself, and apart from its quality, a nobler or more respectable thing than handiwork—such education may be a deadly mischief to the workman, and lead to the rapid ruin of the industries it is intended to serve.

I know that I am expressing the opinion of some of the largest as well as the most enlightened employers of labour when I say that there is a real danger that from the extreme of no education we may run to the other extreme of over-education of handicraftsmen. And I apprehend that what is true for the ordinary hand-worker is true for the foreman. Activity, probity, knowledge of men, ready mother-wit, supplemented by a good knowledge of the general principles involved in his business, are the making of a good foreman. If he possess these qualities, no amount of learning will fit him better for his position; while the course of life and the habit of mind required for the attainment of such learning may, in various direct and indirect ways, act as direct disqualifications for it.

Keeping in mind, then, that the two things to be avoided are, the delay of the entrance of boys into practical life, and the substitution of exhausted bookworms for shrewd, handy men in our works and factories, let us consider what may be wisely and safely attempted in the way of improving the education of the handicraftsman.

First, I look to the elementary schools now happily established all over the country. I am not going to criticize or find fault with them; on the contrary, their establishment seems to me to be the most important and the most beneficent result of the corporate action of the people in our day. A great deal is said of British interests just now, but depend upon it that no Eastern difficulty needs our intervention as a nation so seriously as the putting down both the Bashi-Bazouks of ignorance and the Cossacks of sectarianism at home. What has already been achieved in these directions is a great thing; you must have lived some time to know how great. An education better in its processes, better in its substance, than that which was accessible to the great majority of well-to-do Britons a quarter of a century ago, is now obtainable by every child in the land. Let any man of my age go into an ordinary elementary school, and, unless he was unusually fortunate in his youth, he will tell you that the educational method, the intelligence, patience, and good temper on the teachers' part, which are now at the disposal of the veriest waifs and wastrels of society, are things of which he had no experience in the costly middle-class schools, which were so ingeniously contrived as to combine all the evils and shortcomings of the great public schools, with none of their advantages. Many a man whose so-called education cost a good deal of valuable money, and occupied many a year of invaluable time, leaves the inspection of a well-ordered elementary school devoutly wishing that in his young days he had had the chance of being as well taught as these boys and girls are.

But while, in view of such an advance in general education, I willingly obey the natural impulse to be thankful, I am not willing altogether to rest. I want to see instruction in elementary science and in art more thoroughly incorporated in the educational system. At present it is being administered by driblets, as if it were a potent medicine, "a few drops to be taken occasionally in a tea-spoon." Every year I notice that that earnest and untiring friend of yours and of mine, Sir John Lubbock, stirs up the government of the day in the House of Commons on this subject; and also that, every year, he, and the few members of the House of Commons, such as Mr. Playfair, who sympathize with him, are met with expressions of warm admiration for science in general, and reasons at large for doing nothing in particular. But now that Mr. Forster, to whom the education of the country owes so much, has announced his conversion to the right faith, I begin to hope that, sooner or later, things will mend.

I have given what I believe a good reason for the assumption that the keeping at school of boys who are to be handicraftsmen beyond the age of thirteen or fourteen is neither practicable nor desirable; and as it is quite certain that, with justice to other and no less important branches of education, nothing more than the rudiments of science and art teaching can be introduced into elementary schools, we must seek elsewhere for a supplementary training in these subjects, and, if need be, in foreign languages, which may go on after the workman's life has begun.

The means of acquiring the scientific and artistic part of this training already exist in full working order,—in the first place, in the classes of the Science and Art Department, which are for the most part held in the evening, so as to be accessible to all who choose to avail themselves of them after working-hours. The great advantage of these classes is that they bring the means of instruction to the doors of the factories and workshops; that they are no artificial creations, but by their very existence prove the desire of the people for them; and, finally, that they admit of indefinite development in proportion as they are wanted. I have often expressed the opinion, and I repeat it here, that, during the eighteen years they have been in existence, these classes have done incalculable good; and I can say, of my own knowledge, that the department spares no pains and trouble in trying to increase their usefulness and ensure the soundness of their work.

No one knows better than my friend Colonel Donnelly, to whose clear views and great administrative abilities so much of the successful working of the science classes is due, that there is much to be done before the system can be said to be thoroughly satisfactory. The instruction given needs to be made more systematic, and especially more practical; the teachers are of very unequal excellence, and not a few stand much in need of instruction themselves, not only in the subjects which they teach, but in the objects for which they teach. I dare say you have heard of that proceeding, reprobated by all true sportsmen, which is called "shooting for the pot." Well, there is such a thing as "teaching for the pot"—teaching, that is, not that your scholar may know, but that he may count for payment among those who pass the examination; and there are some teachers, happily not many, who have yet to learn that the examiners of the Department regard them as poachers of the worst description.

Without presuming in any way to speak in the name of the Department, I think I may say, as a matter which has come under my own observation, that it is doing its best to meet all these difficulties. It systematically promotes practical instruction in the classes; it affords facilities to teachers who desire to learn their business thoroughly; and it is always ready to aid in the suppression of pot-teaching.

All this is, as you may imagine, highly satisfactory to me. I see that spread of scientific education, about which I have so often permitted myself to worry the public, become, for all practical purposes, an accomplished fact. Grateful as I am for all that is now being done in the same direction in our higher schools and universities, I have ceased to have any anxiety about the wealthier classes. Scientific knowledge is spreading by what the alchemists called a "distillatio per ascensum;" and nothing now can prevent it from continuing to distil upwards and permeate English society, until, in the remote future, there shall be no member of the legislature who does not know as much of science as an elementary school boy; and even the heads of houses in our venerable seats of learning shall acknowledge that natural science is not merely a sort of University back-door through which inferior men may get at their degrees. Perhaps this apocalyptic vision is a little wild; and I feel I ought to ask pardon for an outbreak of enthusiasm, which, I assure you, is not my commonest failing.

I have said that the Government is already doing a great deal in aid of that kind of technical education for handicraftsmen which, to my mind, is alone worth seeking. Perhaps it is doing as much as it ought to do, even in this direction. Certainly there is another kind of help, of the most important character, for which we may look elsewhere than to the Government. The great mass of mankind have neither the liking, nor the aptitude, for either literary, or scientific, or artistic pursuits; nor, indeed, for excellence of any sort. Their ambition is to go through life with moderate exertion and a fair share of ease, doing common things in a common way. And a great blessing and comfort it is that the majority of men are of this mind; for the majority of things to be done are common things, and are quite well enough done when commonly done. The great end of life is not knowledge, but action. What men need is as much knowledge as they can assimilate and organize into a basis for action; give them more and it may become injurious. One knows people who are as heavy and stupid from undigested learning as others are from over-fulness of meat and drink. But a small percentage of the population is born with that most excellent quality, a desire for excellence, or with special aptitudes of some sort or another; Mr. Galton tells us that not more than one in four thousand may be expected to attain distinction, and not more than one in a million some share of that intensity of instinctive aptitude, that burning thirst for excellence, which is called genius.

Now the most important object of all educational schemes is to catch these exceptional people and turn them to account for the good of society. No man can say where they will crop up; like their opposites, the fools and knaves, they appear sometimes in the palace and sometimes in the hovel; but the great thing to be aimed at, I was almost going to say the most important end of all social arrangements, is to keep these glorious sports of Nature from being either corrupted by luxury or starved by poverty, and to put them into the position in which they can do the work for which they are specially fitted.

Thus, if a lad in an elementary school showed signs of special capacity, I would try to provide him with the means of continuing his education after his daily working life had begun; if in the evening classes he developed special capabilities in the direction of science or of drawing, I would try to secure him an apprenticeship to some trade in which those powers would have applicability. Or, if he chose to become a teacher, he should have the chance of so doing. Finally, to the lad of genius, the one in a million, I would make accessible the highest and most complete training the country could afford. Whatever that might cost, depend upon it, the investment would be a good one. I weigh my words when I say that if the nation could purchase a potential Watt, or Davy, or Faraday, at the cost of a hundred thousand pounds down, he would be dirt-cheap at the money. It is a mere common-place and every-day piece of knowledge that what these three men did has produced untold millions of wealth, in the narrowest economical sense of the word.

Therefore, as the sum and crown of what is to be done for technical education, I look to the provision of a machinery for winnowing out the capacities and giving them scope. When I was a member of the London School Board, I said, in the course of a speech, that our business was to provide a ladder, reaching from the gutter to the university, along which every child in the three kingdoms should have the chance of climbing as far as he was fit to go. This phrase was so much bandied about at the time, that, to say truth, I am rather tired of it; but I know of no other which so fully expresses my belief, not only about education in general, but about technical education in particular.

The essential foundation of all the organization needed for the promotion of education among handicraftsmen will, I believe, exist in this country when every working lad can feel that society has done what lies in its power to remove all needless and artificial obstacles from his path; that there is no barrier, except such as exists in the nature of things, between himself and whatever place in the social organization he is fitted to fill; and, more than this, that, if he has capacity and industry, a hand is held out to help him along any path which is wisely and honestly chosen.

I have endeavoured to point out to you that a great deal of such an organization already exists; and I am glad to be able to add that there is a good prospect that what is wanting will, before long, be supplemented.

Those powerful and wealthy societies, the livery companies of the City of London, remembering that they are the heirs and representatives of the trade guilds of the Middle Ages, are interesting themselves in the question. So far back as 1872 the Society of Arts organized a system of instruction in the technology of arts and manufactures, for persons actually employed in factories and workshops who desired to extend and improve their knowledge of the theory and practice of their particular avocations;* and a considerable subsidy was liberally granted in aid of the efforts of the Society by the Clothworkers' Company. We have the hopeful commencement of a rational organization for the promotion of excellence among handicraftsmen. Quite recently, other of the livery companies have determined upon giving their powerful and, indeed, almost boundless aid to the improvement of the teaching of handicrafts. They have already gone so far as to appoint a committee to act for them; and I betray no confidence in adding that, some time since, the committee sought the advice and assistance of several persons, myself among the number.

Of course I cannot tell you what may be the result of the deliberations of the committee; but we may all fairly hope that, before long, steps which will have a weighty and a lasting influence on the growth and spread of sound and thorough teaching among the handicraftsmen of this country will be taken by the livery companies of London.

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* See the "Programme" for 1878, issued by the Society of Arts, p. 14.

DEPARTMENTAL NOTICES.

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B.*

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Ferrier's Lectures on Greek Philosophy, edited by Sir A. Grant and E. L. Lushington	6	0	0	4	0	0

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* For List A, see last number, page 82.

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Statistical Account of Cambay	0	6	0	0	3	0
Watson—History of Gujarat.......................	0	8	0	0	3	0
Wilson—Aboriginal Tribes of the Bombay Presidency	0	8	0	0	2	0
Light (R.E.H.)—Map of the Island of Bombay constructed on reductions from Col. Laughton's Map of 1872, with alterations up to July 1874. Scale 1,200 feet to an inch—in two separate sheets, unmounted	1	0	0	0	14	0
——The same Map mounted	2	0	0	1	0	0
Revenue Survey and Assessment Atlas of the Khandeish Collectorate	23	0	0	2	12	0
Bühler (Dr. G.)—Apastamba Dharmasutra, edited with Translation and Notes. Part I.	1	0	0	0	3	0
————Ditto ditto. Part II.	1	0	0	0	3	0
Candy (T.)—English and Marathi Dictionary, second edition, revised and enlarged.........	12	0	0	1	2	0
Müller (Max)—Rig Veda, Samhita Text, Price reduced from Rs. 12 to	6	0	0	0	8	0
——— Ditto Pada Text. Price reduced from Rs. 12 to	6	0	0	0	8	0
Muir (J.)—Original Sanskrit Texts, Vol. IV.	5	4	0	0	8	0
Molesworth (J. T.)—Marathi and English Dictionary, second edition, revised and enlarged. Price reduced to	24	0	0	1	5	0

	Price.			Packing and Postage.		
	Rs.	a.	p.	Rs.	a.	p.
✓ Tukaram—Abhangs, published by the Proprietors of the "Indu Prakash" Press, in 2 vols., with Life of Tukaram in English. Price reduced from Rs. 12 to	4	0	0	1	0	0
Bühler (Dr. G.)—Catalogue of Sanskrit Manuscripts contained in the private Libraries of Gujarat, Kathiawad, Kachh, and Khandeish, Fascicle I	1	0	0	0	3	0
——— Do. do. Fascicle II. (Poetry)	0	8	0	0	3	0
——— Do. do. „ III.	0	8	0	0	3	0
——— Do. do. „ IV.	0	8	0	0	3	0
——— Report on the Sanskrit Manuscripts for 1874-75	0	4	0	0	2	0
Gadgil (J. S.)—Marathi Translation of West and Bühler's Digest of Hindu Law, Part I.	4	0	0	0	6	0
——— Ditto ditto Part II.	1	8	0	0	3	0
Kielhorn (Dr. F.)—Classified Catalogue of Sanskrit Manuscripts in the Southern Division of the Bombay Presidency, Fascicle I.	0	11	0	0	3	0
Kothare (G. D.)—Gujarati Translation of West and Bühler's Digest of Hindu Law, Part I.	4	0	0	0	6	0
——— Ditto ditto Part II.	1	8	0	0	3	0
✓ Moore—Indian Family Medicine, 2nd edition.	4	0	0	0	6	0
Royle (Dr. Forbes)—Fibrous Plants of India.	4	0	0	0	6	0
——— Culture and Commerce of Cotton in India	7	8	0	0	8	0
Steele (A.)—Law and Custom of Hindu Castes within the Deccan Provinces, new edition	10	0	0	0	8	0
✓ Wilson (H. H.)—Glossary of Judicial and Revenue Terms	19	11	0	0	14	0
West and Bühler—Digest of Hindu Law Cases, Book II.	2	0	0	0	3	0
Bombay Gazetteer—Surat and Broach, Vol. II.	4	0	0	0	10	0

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th February 1878.

Medical Examination of Candidates for Government Employment.

NOTIFICATION.

The subjoined Government Resolution, No. 845, dated 13th March 1878, General Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th March 1878.

Medical Examination.

No. 845.

GENERAL DEPARTMENT.

Bombay Castle, 13th March 1878.

Memorandum from the Acting Commissioner, N.D., No. 341, dated 27th February 1878—Forwarding a letter from the Superintendent of Police, G. I. P. Railway, who submits one from the Presidency Surgeon, Third District, on the subject of Medical Examination of the Police recruits, and states, for reasons given, that he trusts Government will depute one officer to perform the duty, which, after all, is not a very heavy one; observing that the order referred to by the Presidency Surgeon, *viz.*, Government Notification dated 9th September 1874, appears quite unsuited to the case of these Police recruits; and suggesting that Government direct that that officer may always inspect the recruits sent by the Superintendent.

Memorandum from the Surgeon-General, Indian Medical Department, No. 809, dated 7th March 1878—Reporting that this is not the first occasion on which the order referred to above has led to inconvenience; and, therefore, suggesting that in all cases the Medical Examination of candidates for Government employment should be conducted by the nearest Medical Officer, and that in the case under reference the duty should be performed by the Presidency Surgeon, Third District.

RESOLUTION.—Government concur with the Surgeon-General, Indian Medical Department, whose suggestion should be adopted.

(Signed) E. W. RAVENSCROFT,
Chief Secretary to Government.

To the COMMISSIONER, N.D.; the COMMISSIONER, C. D.; the SURGEON-GENERAL, INDIAN MEDICAL DEPARTMENT; the ACCOUNTANT GENERAL; and all DEPARTMENTS of the SECRETARIAT.

Halting Allowances.

NOTIFICATION.

The subjoined Government Resolution, No. 959, dated 16th March 1878, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
30th March 1878.

No. 959.

EXTRACT from the Proceedings of the Government of Bombay in the Financial Department, dated 16th March 1878.

READ the following papers:—

Letter from the Secretary to the Government of India in the Financial Department, No. 1126, dated 28th February 1878.

In your letter to the Secretary to the Government of India in the Home Department, No. 4945 of the 19th November 1877, was submitted, for favourable consideration, a claim on behalf of certain members of the office establishment of the Judge of Shikárpur to travelling allowance, which has been retrenched under the Resolution of the Government of India in this Department, No. 1582, dated the 30th June 1877,* and it was requested "that it may be ruled that the orders contained in that Resolution do not apply to the establishments in Sind, and that generally they are also not applicable to subordinate establishments which do not go on tour independently." In your letter to the Secretary to the Government of India in the Department of Revenue, Agriculture, and Comm[illegible]. 5295, dated the 13th December 1877, enclosing a list of [illegible] establishments the members of which are entitled to batta at daily rates, the request that the Resolution of the 30th June 1877 should be declared inapplicable "to the subordinate establishments whose movements are regulated by the Heads of Departments was repeated."

2. I am now directed to acknowledge the receipt of these letters, and in reply to forward a copy of a letter from the Accountant General, Madras, No. 4374, dated the 19th July 1877, and of my reply, No. 2918, dated the 8th September 1877, from which it will be seen that Local Governments are competent to extend the period of halts for which travelling allowance is admissible under the Resolution of June 1877.

3. I am also directed to state that the Governor-General in Council is pleased to exempt officers in Sind and their establishments from the restriction as to duration of halts imposed in the Resolution of June 1877, but to observe that, as at present advised, His Excel-

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* See *Record* for August 1877, page 191.—ED. *B.E.R.*

lency in Council considers it unnecessary to extend the exemption to subordinate establishments generally, because the movements of these subordinates, though dependent on the orders of their superiors, are not, as a rule, unforeseen, and can therefore be provided for beforehand, like the movements of the superior officers themselves.

Letter from the Accountant General, Madras, to the Secretary to the Government of India, Financial Department, No. 4374, dated 19th July 1877.

With reference to your letter No. 1582, dated 30th June 1877, I have the honour to respectfully point out that there appears some doubt, owing to the peculiar wording of the order, whether in case (*c*) therein set forth the local Government (as well as the Government of India) is competent to authorize halting allowance to be drawn for more than ten days at one place. I believe the exception given in the first three lines of the order is intended to refer only to (*a*) and (*b*) cases, but I think, as the order stands, doubts may occur to those who wish to read it otherwise.

I beg also to inquire whether case (*c*) is intended to refer to the allowance called "extra tentage" drawn by civil officers in this Presidency. It would have been well, I think, if, when the Government of India, order, No. 44, dated 4th May 1876, issued, the local Government had been moved to give another name to this allowance, which, though calculated at different rates and under different rules, is as much a travelling allowance as the similar allowances drawn by Bengal officers. The rules on the subject have been repeated in the draft Travelling Allowance Code, and I will only remark, in connection with this reference, that they permit the allowance being drawn for a halt of thirty days, or even more, with the Board's sanction under certain conditions, and they also allow the Sub-Collectors and other subordinate officers to draw it for halts to any extent when there is no suitable public office accommodation available.

Letter from the Government of India, Financial Department, to the Accountant General, Madras, No. 2918, dated 8th September 1877.

With reference to your letter No. 4374, dated the 19th July 1877, regarding the interpretation of Financial Resolution No. 1582, dated the 30th June 1877, I am directed to state that the intention is to empower the local Government to permit the halting allowance to be drawn for halts exceeding ten days. The "extra tentage" alluded to in your letter being simply travelling allowance under another name, the restriction to the ten days' halt applies to it also.

Resolution.—Copy to be forwarded to the Commissioner in Sind, with reference to Government Resolution No. 4944, dated 19th November 1877.

2. Copies should also be forwarded to the three Commissioners, and other Heads of Civil Departments, as also to all Departments of

the Secretariat, with reference to Government Resolution No. 3175, dated 18th July 1877.

Ordered that copies of the above be forwarded to—

The COMMISSIONER in SIND; the COMMISSIONER, N. D.; the COMMISSIONER, S.D.; the COMMISSIONER, C. D.; all other HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

E. W. RAVENSCROFT,
Chief Secretary to Government.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES in the EDUCATIONAL DEPARTMENT from 16TH MARCH to 15TH APRIL 1878.

16th March 1878.—Mr. Fazul M. Khimjiani, B.A., is appointed 1st Assistant Master, Karachi High School, continuing to act as substantive *pro tem.* Head Master, Shikarpur High School.

19th March 1878.—The unexpired portion of one month and one day's leave granted to Mr. P. B. Godbolé, Head Master, 1st Grade A.-V. School, Belgaum, is cancelled.

21st March 1878.—Mr. B. Y. Kerur, F.E.A., is confirmed as Third Assistant Master in the Dharwar High School.

21st March 1878.—Mr. S. R. Apté, F.E.A., is appointed substantive *pro tem.* Fourth Assistant Master in the Dharwar High School.

21st March 1878.—Mr. Jhamatmal, First Assistant Master, Shikarpur High School, is appointed Acting Head Master of the same school, until the arrival of Mr. Khimjiani.

21st March 1878.—Mr. Umedali, Second Assistant Master, Shikarpur High School, is appointed Acting First Assistant Master in the same school, *vice* Mr. Jaitmal, promoted.

21st March 1878.—Mr. Fattechand, Third Assistant Master in the Shikarpur High School, is appointed Acting Second Assistant Master in the same school, *vice* Mr. Umedali, promoted.

21st March 1878.—Mr. Balchand, Fourth Assistant Master, Shikarpur High School, is appointed to act as Third Assistant Master in the same school, *vice* Mr. Fattechand, promoted.

21st March 1878.—Mr. Khubchand, Fifth Assistant Master, Shikarpur High School, is appointed to act as Fourth Assistant Master in the same school, *vice* Mr. Balchand, promoted.

21st March 1878.—Mr. T. Sabhraj, Sixth Assistant Master, Shikarpur High School, is appointed to act as Fifth Assistant Master in the same school, *vice* Mr. Khubchand, promoted.

21st March 1878.—Mr. Pamandas is appointed Acting Sixth Assistant Master in the Shikarpur High School, *vice* Mr. Sabhraj, promoted.

25th March 1878.—Mr. V. K. Vaidya is appointed Assist. Deputy Educational Inspector, Tanna, from the 1st proximo, on probation.

25th March 1878.—Mr. S. G. Jinsiwala, M.A., is appointed substantive *pro tem.* Assistant Master, Kolhapur High School, from the 5th June next.

25th March 1878.—Four months' sick leave is granted to Mr. Govind Keshav Sabdé, Acting Head Master, Jagannath Shankarshett First Grade Anglo-Vernacular School, Bombay.

25th March 1878.—One month and four days' privilege leave is granted to Mr. Hariwabh, Assistant Deputy Educational Inspector, Kaira and Broach.

27th March 1878.—Twelve months' leave, without pay, is granted to Mr. Pertabrai Ramchand, Seventh Assistant Master, Hydrabad High School.

27th March 1878.—Mr. Fattechand, Wasanmull, Acting Fifth Assistant Master, Karachi High School, is appointed substantive *pro tem.* Seventh Assistant in the Hydrabad High School, *vice* Mr. Pertabrai, on leave.

29th March 1878.—Six days' leave, without pay, is granted to Mr. Wamon Khanderao Vaidya, First Assistant Master, Kalyan First Grade Anglo-Vernacular School.

29th March 1878.—One month's extension of sick leave is granted to Mr. Jahangirjee Hormasjee Kanga, Sixth Assistant Master, Gokuldass Tejpal School, Bombay.

29th March 1878.—Mr. K. V. Dhairyawan is appointed Acting Head Master, Jagannath Shankarshett School, during the absence of Mr. Sabdé, or until further orders.

30th March 1878.—Fifteen days' additional sick leave is granted to Mr. D. B. Deshpandé, Third Assistant Master, Dhulia High School.

30th March 1878.—Mr. G. B. Relé, B.A., is temporarily appointed First Assistant Master, Kalyan English School.

8th April 1878.—An extension of one month and eleven days' sick leave is granted to Mr. Ramji Hari Agashé, Assistant Deputy Educational Inspector, Satara.

11th April 1878.—Mr. Ganesh Balkrishna Hanchimulkar, First Assistant, Halyal English School, is appointed Head Master, 2nd Grade Anglo-Vernacular School, Halyal.

11th April 1878.—One month's privilege leave is granted to Mr. Udharam Bhojraj Bakhra, Head Master, Anglo-Vernacular School, Larkana.

12th April 1878.—Mr. M. S. Apté, F.E.A., is appointed substantive *pro tem.* Seventh Assistant Master, Rajaram High School, *vice* Mr. A. A. Ranavikar, transferred to the Sangli State.

T. WADDINGTON, Lieut.-Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 18*th April* 1878.

THE

Bombay Educational Record.

No. 6.] JUNE 1, 1878. [Vol. XIV.

THE MONTH.

We suppose no one ever really expected that the half-and-half arrangement by which a part of the Matriculation Examination was held at Mofussil centres and a part in Bombay would last—least of all, perhaps, the originators of the plan. It has now served its purpose by breaking the tradition which confined all University Examinations to the Presidency city, and has "educated" the Senate to a familiarity with Mofussil centres. It is now, therefore, appropriately shelved in favour of an out-and-out adoption of the Bengal and Madras system. The Senate has resolved that the Matriculation Examination shall in future be held at Bombay "and at such other places as shall from time to time be appointed by the Syndicate." We can only say that we regret the change, continuing of the opinion we have held from the first, that no sufficient case has ever been made out for the abandonment of one of the fundamental and distinctive principles of the University.

The following is the classified list of the last F.E.A. Examination:—

	First Class.	Second Class.	Pass Division.	Total.
Elphinstone College...................... ...	0	6	24	30
Deccan College..............................	0	2	12	14
St. Xavier's College.........................	0	4	3	7
Free General Assembly's Institution...	0	1	5	6
	0	13	44	57

And the following affords a retrospective glance over the totals of the last six years :—

	1872	1873	1874	1875	1876	1877	1878
Elphinstone College	12	23	42	44	20	39	30
Deccan College	12	19	21	17	7	10	14
St. Xavier's College	0	4	7	4	2	7	6
Free General Assembly's Inst. ...	0	2	4	4	0	5	7
	24	48	74	69	29	61	57

THE Hughlings Prize for proficiency in English was again won this year by a student of St. Xavier's, Mr. L. P. C. Gomes, and the Venayekrao Jugganath Sunkershet Prize in Sanskrit was again won by Elphinstone College, the scholar being Mr. N. B. Divatia.

DIFFERENCES of opinion between Examiners and Examinees as to the merits of the latter are not exactly a rare phenomenon either in this country or elsewhere, but we have seldom heard of a wider divergency than occurred at the last High Court Pleaders' Examination. 75 candidates appeared in the examination, and presumably believed themselves to be qualified to pass. The Examiners, however, held this opinion regarding three only out of the whole number, and even out of these three one required to be assisted by grace marks.

THE Agricultural College at Madras appears to be flourishing, and to be likely to yield very valuable lessons. About 29 students attended the Winter Session, which ends on the 30th April, and at the final examination some of the students did remarkably well. The total marks assigned to all the subjects were 3,136, and the first six students gained as follows :—

N. H. Patuck	...	2,808 marks.
C. K. Sabba Row	...	2,780 ,,
G. Krishna Prabhu	...	2,713 ,,
P. D. Moody	...	2,698 ,,
R. D. Tata	...	2,579 ,,
K. M. Nagger Row	...	2,473 ,,

It interests us, of course, to note that 3 out of these 6 are evidently Parsees. Of the whole 29 students we learn that 24 are Madrasees and the remaining 5 Parsees. We trust the institution will continue to prosper.

It is reported in the Calcutta papers that Mr. A. W. Garrett, Inspector of Schools, Presidency Circle, has laid a proposal before the Director of Public Instruction that it should be ruled that no married person be admitted to the University Entrance Examination, exception being made in the case of those only who may be married at the time of the publication of the rule. And it is added that Mr. Croft has invited the opinion of Native members of District Committees of Public Instruction on the question.

There is not, we should think, the slightest chance of such a proposal being carried. Upon the desirability of postponing marriage all will agree, but it is beyond the province of a University to exercise coercion in such a matter. The University can take cognizance of moral character, but social reform must be left to the gradual growth of sound opinion in the community.

The Calcutta University has approved a set of rules for the admission of women to its examinations in Arts. The Entrance will be the same as that for males, but in the F.A. and B.A. ladies may take up French, German, Italian, or an Indian vernacular, in place of a classical language, and botany or political economy for the second mathematical subjects. They will be exempted from attendance at any affiliated college. The examination will be superintended by ladies.

It is stated in the *Academy* that Florence is to be the scene of the fourth Oriental Congress, which is to be held at the Palazza Riccardi. The following delegates are expected from India:—Rajendralala Mitra, representing Calcutta; Drs. Bühler and Kielhorn, Bombay; Dr. A. Cope Burnell, Madras; Dr. Leitner, Lahore; and Mr. R. T. Griffiths, Benares. The Congress is to sit from the 12th to the 18th September next. It is said to be doubtful whether all the Indian delegates will be able to attend.

Four gentlemen of high standing have been deputed by the German Government to inspect the principal technical schools in France. After visiting Paris, they proceeded to Lyons, where they have been treated with great courtesy, the prefect inviting them to dinner, where they met several senators and deputies, and the leading educationists and merchants.

THE death is announced of the Rev. Edward Penrose Arnold, who a year ago was compelled by ill-health to resign his position of Her Majesty's Inspector of Schools for the Western District. Mr. Arnold, who was a son of the late Dr. Arnold, of Rugby, was born in 1826, and took his M.A. degree in 1851 from Balliol College, Oxford.

AN annotated edition of Milton's "Comus," with a full glossary, is, the *Athenæum* understands, about to be published by Mr. B. Montgomerie Ranking and Mr. D. F. Ranking. It will contain an introductory essay on "Masques" generally, and one on the history and origin of "Comus."

UNDER the title of "A Gardener Bird," the *Gardeners' Chronicle* gives a description, with illustrative woodcuts from an original sketch drawn on the spot by Signor Beccari, of a bird which is not only an expert architect, building a nest like the bower-bird of Australia, but also a gardener, laying out a garden in front of it. The bird is a native of New Guinea, and makes a nest of the stems of an orchid. In front of the nest a dressed lawn of moss is formed, on which the attentive husband places, day by day for the delectation of his mate, flowers and fruits of bright colours and pleasing flavour. The orchid, which belongs to a hitherto unknown species of dendrobium, is described at length by Professor Reichenbach.

PROFESSOR MORLEY ON SHAKESPEARE'S PLAYS.

Familiar as they are,—familiar to many as the sunshine,—they owe their power and their beauty to a union of hidden forces that no eye finds at a glance. The labourer who sits in the sun by the stone seat before his door enjoys the splendour of noon and pomp of the sunset, knowing nothing of the mysteries of light. Like sunshine and the pleasant air of heaven, stories as Shakespeare tells them come home to us all—delight alike the simple and the subtle. It needs no philosophy to find enjoyment in scent, form, and colour of the rose; but shall we say, therefore, it is but a rose, and there is little reason for its harmonies? Many who find enjoyment in that chief product of nature, a work of the highest human genius, are nevertheless apt to slight all search below the surface for the reasons of its charm. But Shakespeare, supreme among artists, if he wrote with ease, wrote also with patient thought and care, of which the traces became more and more manifest as he rose to complete mastery. From the level indicated by the illustrations we have given of the plays from which he drew his early stage experience, Shakespeare gradually raised the drama to the highest point it has reached, or is likely to reach, in the literature of the world. He had all the earnestness of his time; he sought, as every great English poet has sought, to "delight and teach," but so to teach that those who fall under his spell shall find in him a genial companion, not a pedantic moralist; the wisest, indeed, of comrades, but no schoolmaster. Shakespeare's first requirement, when a play was to be written, was that it should tell an interesting story. . . . But what is it that makes a story interesting? To interest us, it must come home to us. To interest many men in many generations, or in all the generations, it must touch some principle of life common to all men; something within our natural lives that answers to the touch to-day as it answered yesterday, and will answer for ever; something that lies far deeper than any fashion of a century. The story that is to interest the learned and unlearned, rich and poor, Jew and Gentile, all men as they are simply men, must deal with some one of the universal and enduring truths of life. There is clear evidence in his plays not only that Shakespeare knew this, and chose his stories accordingly, but also that, when he had chosen a story, he distinctly asked himself which of these great elementary truths was chief in it, and then deliberately—with a design of which the evidences become unquestionable when they are found—so planned and wrote as to make that truth everywhere the felt but unseen soul of his story, giving the charm of a true spiritual unity to all its movements. Shakespeare was deeply religious; but, in religion, as in everything else, his genius used the accidents as accidents, and laid foundations for his pictures of life only in essentials. The religion of his plays may almost be summed up in the words—Love God; love your neighbour; do your work. In one form or another, he constructs his plots with an underthought that in the fulfilment of these three duties lies the solving of all problems that can vex the heart of man. —*Library of English Literature.*

EXAMINATION PAPERS.*

In one of Artemus Ward's wildest burlesques, there is an account of the "Pirate of the Canal," who struggles against modern improvements and increasing centralization, till, like another Götz von Berlichingen, he falls in the unequal combat, and dies exclaiming "We are over-governed!" Similarly, in these days, the professiona existence of a schoolmaster must often close with a similar cry, giving the main conviction which is the outcome of many years of suffering, "We are over-examined." In the future, perhaps, if not already, examinations may be regarded as the final cause of existence, and the human race may be conveniently divided into two classes—the examined and the examiners. This growing passion for examinations has often been discussed, and its dangers pointed out, by men who are sure to command attention, and I do not to-night propose adding my feeble voice to theirs. I shall accept the prevalence of examinations as I accept the prevalence of east winds during the "ethereal mildness" of our English spring. But as some prying persons have thought of getting behind the east wind, so I should like to get behind the examiner.

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* A Paper read before the College of Preceptors by the Rev. R. H. Quick, M.A.

One of the most remarkable things about our system of examinations is our implicit trust in the examiners.

In Prussia, if much depends on the examination, there are all kinds of checks and counter-checks. The marks and papers are sent to a superior authority, and hostile criticism from this authority is, I believe, not uncommon; so carelessness, or even want of system, is impossible, for the examiners are themselves examined, and their decision may be set aside. But here it is not so. The examiner shuts himself up with a mass of papers, brings out his list, and sells the papers at so much a pound. At times we may be astonished at the amount of the labour knocked off, and we may be tempted to exclaim with Hamlet (though, of course, without the irreverent mind which could see any similarity between the mole and the examiner),

"Canst work in the earth *so fast?*"

But the results, whatever they may be, are never questioned, and any English examiner would think himself insulted if he were called upon to justify his decisions. In one way this implicit confidence in our examiners is a very healthy sign. It is proof positive that we can trust the English gentleman to do what is fair between man and man without the slightest bias of any kind of favouritism. But, although our confidence in the perfect integrity of our examiners is most assuredly not misplaced, I think the art of examining—a very difficult and an increasingly important art—would make much greater progress if there were more consultation among examiners, and more discussion and comparison of the different ways by which they arrive at their conclusions.

A most valuable contribution has lately been made to our knowledge of the art of examining, by the publication of Mr. Henry Latham's book on Examinations. I wish other examiners would work in his spirit, and tell us about aims and methods of examining as he has done. His work so interested me that I thought the subject of it, even when treated in a very inferior manner, might interest you; but one's time both in preparing and giving a lecture is necessarily very limited, and I must this evening confine myself to a few hints which suggest themselves to me from my own experience. If I am to say anything useful I must talk about what I am practically familiar with. Now I have for many years been teaching and examining boys below 16. Beyond that age I have had little to do with them, so I wish you to consider my remarks as referring to the examining of young boys or girls only.

I said just now that I should like to get behind the examiner. This is sometimes impossible, but there is one examiner we may know a good deal about if we will take the trouble, viz. ourselves. Every teacher spends a great deal of his time in examining; and, in fact, his skill in teaching depends to some extent—to a large extent indeed—on his skill in examining. Our subject to-night does not include *vivâ voce* questioning, but only examination papers; and these are set, or should be set, from time to time by the person who gives the instruction. At the end of every stage in the journey—before the holidays mostly—there is an examination by writing. In some schools the masters examine each other's forms; in some cases an external authority is called in; and occasionally, though very seldom I should hope, the labour is divided,—the instructor does not set the papers, but only marks the answers. I do not think I ever heard of the teacher setting the questions and some one else marking the answers. It is thought, I suppose, that in this case the master would set only those things which he knew the boys to be familiar with. But I am inclined to maintain that, if the questions are set by one man, and the answers looked over by another, the *teacher* should set the questions. Whatever the subject, the area of possible knowledge is always too great for the young to be familiar with every part of it, and nothing is more vexatious and discouraging, both to teacher and taught, than for some one who knows nothing of the teaching given to come and propound a set of questions which lie just outside those portions of the subject that have been specially dwelt upon. There is, I admit, a grave objection to one man's asking the questions, and another looking at the answers. No one takes proper interest in the answers except the proposer of the questions and yet it seems to me so important that the questions should follow the teaching, that in all cases where the examiner is not the teacher I would have him procure from the teacher a set of questions, and choose from them about as many questions as he sets out of his own head. In this way he will get some notion beforehand of the main lines of the teaching, and if he finds a very strongly marked difference between the answers to the teacher's questions and the answers to easy questions of his own, he will be able to pronounce that the teacher has worked too much in a groove.

But, whether the final examination is in his hands or not, the teacher should from time to time give his pupils a paper on the subject they are studying. But papers must be set, and for the most part looked over, out of school; and here comes in the obstacle of laziness (or, to use the objective rather than the subjective name, want of time), which teachers, as far as I have observed, are not more exempt from than other mortals. The day for the paper is fixed long beforehand, but the teacher persuades himself he can go to work and set it at some odd time before it is wanted. So he puts off till he can put off no longer, and then he sits down and dashes off a paper, asking just what comes into his head at the moment. I think I have got behind the examiner here. Certainly, I must plead guilty to having often and often under-estimated the time it would take me to set a paper, so that I have had great difficulty in finishing it, and then have left out in my hurry some portions of the subject which my pupils certainly ought to have been examined in. The best way to avoid this danger is, I believe, to prepare material for the paper all through one's teaching. To do this properly, we must have made up our minds what sort of questions we are going to ask: we must have arranged our different types of questions, and we can then collect good questions under the various headings. I shall perhaps explain my meaning best by taking a particular subject. Suppose we are reading a foreign book with our pupils. We have several objects before us. First, we wish to exercise our pupils' intelligence; secondly, we want to confirm and advance their knowledge of the grammatical construction of the foreign language; thirdly, we wish to fix in their minds all the important words or idioms that occur in our author; fourthly, we must see that they enter into the meaning of the book they are reading, and can give a clear account of every passage, even of passages difficult in expression or allusion.

This is by no means an exhaustive account, but some such scheme of objects we should always settle beforehand. Our examination paper is to test, as far as may be, our success in each of these particulars. The intelligence of our pupils will be tested by questions of very different kinds, though how far we have contributed to its development must always remain undecided. Questions will occur to us from time to time which cannot be answered by mere memory, and such questions we should carefully treasure up till they are wanted. Other questions will occur to us in great numbers, and we should enter them in a note-book under various heads, either when we are preparing to give a lesson, or, perhaps better still, when we have given it. I may say, in passing, that if the teacher mark his own book this will often save his time in thinking of *vivâ voce* questions, and will also enable him to ask the same question again and again—a most important point in teaching. But it would be unwise to mark, in a book which must be left about, the pieces especially good for setting in the examination; and, besides, our questions had better be registered under the proper categories. How should we test our pupils' knowledge of the grammatical structure of the foreign language? Not, most assuredly, by asking, as examiners are too prone to ask, about some anomalous words which are seldom seen except in grammars or examination papers—the use of the regular plural of the French word *œil*, *e. g.*, or the gender of *teges* in Latin, a word which some old grammarian has done a disservice to the human race by mentioning as a feminine, though it does not occur with an adjective in any extant author. The tendency to ask what nobody should try to remember—to ask, *e.g.*,

"How many notes a sackbut has,
And whether shawms have strings,"—

is the besetting sin of examiners. In history, geography, and kindred subjects a defence of this practice has been attempted. If, as has been argued, the examinee knows unimportant things, he must *à fortiori* know the important. But, allowing this to be true, the practice is still utterly unjustifiable. We want to encourage intelligent study, and the examiner has no right to ignore results, and to ask questions which throw all study into confusion, give a factitious value to trifles, and thus injure the student's power of selecting what is really important. But in examinations on language not even this miserable defence can be set up for asking about mere eccentricities. These things are often better known to school children than to scholars who can use the language. As I have said, a piece of knowledge considered essential for schoolboys, viz., the knowledge of the gender of *teges*, would not be acquired in reading through the whole of the Latin classics. Of course I admit that "exceptio probat regulam"—not indeed in the ridiculous meaning, or no-meaning, sometimes attached to those words by people who are foolish enough to suppose that a rule is established by the production of instances in which it does not hold; but *exceptio probat regulam* is true in this sense, that by the statement of an exception as such we show the rule. If we say, "There were ten sheep in the field, and one of them was black," this saves us the trouble of asserting fully that nine of them were white, and one black. Thus the mention of the exception shows the rule. In the same way the learning of exceptions *as such* is often a good way of learning a rule, and it is probably easier to remember that *arbor* is the only feminine word ending in *or* than it would have been to remember that no feminine ended in *or*. I would therefore by no means exclude questions about peculiarities; but they should not be made much of, and they should always be given in such a way as to test the pupil's knowledge of the important thing, viz., the usual. If we set the declining of *domus* in Latin, or of *Herz* in German, we find whether the pupils have learnt about those special words, but we do not test their knowledge of anything beyond. Failure in this case is of little importance. But if we take words which belong to a large class, say *amicus* or *Freund*, a break-down here will be a very different matter. Our chief rules should be—as in other subjects—first, to ask about things really important, and next to put the greater part of the questions in such a form that the ordinary candidate may be likely to answer them. If the examination be a pass examination, all the questions should be of this kind; but where the relative position of the pupils must be determined, som [illegible] questions may be necessary. The easiest questions, however, will often scatter the pupils more than the inexperienced would believe.

In arranging beforehand for good grammatical questions, we should make a collection of typical questions. These typical questions should refer mainly to classes of words, and only to such special words as are essential, *e.g.*, the pronouns and the auxiliary verbs. Our questions must always test the foundations as well as the superstructure, or we shall find that pupils who have been two or three years at a language make blunders which would have been almost impossible at the end of the first six months.

Let us now consider another heading under which we should prepare for the examination. I very often take up examination papers on foreign books, and see nothing but two or three long pieces set for translation, and a few questions which these pieces suggest. If these are good papers, there can be no such thing as an art of examining, and you and I this evening are looking for a mare's nest. But these papers are sometimes set in a hurry by examiners who know the language in which the book is written, but do not know the book itself. No doubt a good long piece should be set to test the pupils' style as well as accuracy of translation; but in many cases, when the subject has been thoroughly prepared, the pupils will lean almost entirely on their memory for these translations. Mr. Bourne, of Bedford, has lately pointed out with great force that the translations in the Oxford and Cambridge Locals are very much over-prepared, and that pupils are kept for a whole year reading and re-reading a few pages, till they can go on with the English without getting more than a start from the original. Similarly, in the elementary schools, children can sometimes "read" with the books shut quite as well as with them open. The remedy proposed by Mr. Bourne is this, that the subject should not be announced till six months before the examination. I would suggest another possible remedy, which may be applied more generally. Do not set the piece exactly as it is in the author. The pupils should be warned that variations may have been introduced, or, at least, some words or clauses omitted, so that they will fail if they merely translate from memory. Besides the piece taken with slight altera from the author, I would also set a piece of condensed narrati by the examiner nearly in the author's words, and cont such words and idioms as the author's narrative suppli be far easier than "unseen" passages, but it will be a the kind of construing to which the pupils are accus give better play to their knowledge and intelligence which they have construed, or heard construed, m Besides, a piece of this kind can be made to e idioms and allusions which lie far apart in th a piece, too, can be made very easy indeed at the ore difficult as it goes on.

We will now consider the tests of know d words and idioms in the book. The teacher, as I said, should mark his own book, and in the case of peculiar words and all but the most common idioms he should put cross references in his margin, and should make his pupils do the same. In marking words and idioms for special attention, we must be guided partly by the nature of the language, partly by the stage of learning at which our pupils have arrived. The area of possible knowledge in studying a few pages is really of vast extent; we should therefore determine beforehand which points are to be especially attended to; and our marked book, and our collection of questions for examination, will be our safeguard against the besetting sin of all teachers interested in their work—the sin of desultoriness, of dwelling on one thing to-day, another thing to-morrow, and supposing that they have instructed, *i.e.*, built up, when they have merely heaped together a quantity of heterogeneous material, which has no power of adhesion, and is, in fact, scattered to the four winds nearly as fast as it is collected. For idioms, I think a number of short sentences should be selected and set for translation and explanation. Suitable sentences must be noted as they occur in our study of the author.

For words, some of those that have been marked may be given either for the meaning out of the context (and, for the study of the language, it is very important to know a word out of the context as well as in), or for analysis, or for the peculiarities of a class to which they belong. But, in thus attending to the language, we shall run a risk of missing altogether the meaning of our author. I was myself a long time in discovering this. I seem to have been especially struck with it when I had been teaching many years. May I read you a note I took after an examination in Cæsar? These notes, taken at the time, express one's notions with a freshness which is afterwards unattainable:—"Unless I am very much pressed," says my note-book, "I always enjoy looking over examination papers, at least when I have set the paper, and boys whom I have taught have been examined. One gets an insight into boys' minds which seems a revelation. Often we find that what we supposed everybody knew as well as ourselves has really been known to two or three only out of twenty or thirty. At other times we are startled by a spark of intelligence, or get a glimpse of knowledge, which we little expected. An odd thing has happened in this Cæsar paper. Some little while before the examination, finding that the boys would not have time to read to the end of the book, and must omit the siege of Gergovia, I told them the story of it. I knew it none too well myself, and have no faculty for story-telling; but, to my surprise, it came out in the paper that this was the only bit of the history they knew anything about. The history they had read in Cæsar they had hardly taken in at all. When the attention is fixed on the construing, the meaning of the whole seems to escape notice. To test the boys' general knowledge of the subject I set a number of short sentences from Cæsar, which were to be translated and explained from remembrance of the context; but very few boys could do anything with them." Now it is true that many great classical works which boys read are above their understandings; and while the reader's knowledge of the original language is small, he would probably get far more knowledge of the work from a translation than from the author's own words. Still, one of the objects in reading must always be to understand the book read, and I think the examiner should not be satisfied without convincing himself that the learners have not regarded the book merely as a collection of examples to illustrate the rules of grammar. This, then, should be one of our headings.

(*To be continued.*)

CORRESPONDENCE ADDRESSED TO THE EDITOR.

Sententiae Ali Ebn Ali Talebi
(*Son-in-law of the Prophet*).

Sir,—Mr. Moulvi, Persian Teacher in this school, brought me a book of 400 pages with the above title. On one side the proverbs are printed in Persian, and on the other translated into Latin by the Rev. Cornelius Van Waenen. It has occurred to me that the readers of the *Record* might like to have them in English. If so, I will send some every month.

Elphinstone High School. K. T. BEST.

1. The fidelity of a man is known by his oaths.
2. He is your brother who helps you in poverty.
3. The learning of a man is better than his gold.
4. It is a part of religion to pay one's debts.
5. Do good to one who treats you ill and you will subdue him.
6. He gives twice who gives cheerfully.
7. The best man is he who is liberal and grateful in prosperity, and patient in adversity.
8. The love of the world is the source of all sin.
9. Prosperity is the trial of bad men.
10. A grateful mind continues benefits, an ungrateful one causes them to cease.

[We insert the proverbs our correspondent has kindly sent, in the hope that others may be able to see more in them than we do. From what point of view are they remarkable?—Ed. *B. E. R.*]

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH MARCH TO 15TH APRIL 1878.

A fresh supply of the following Books has been received :—

GUJARATI.	Rs.	a.	p.
Navalaram Laxmiram's Vyutpattipatha, or a Manual of Gujarati Etymology, 3rd edition, 1878 ………………	0	10	0
ENGLISH.			
Creighton's History of Rome, edited by Green (History Primers)………………	0	8	0
GOVERNMENT PUBLICATIONS.			
ENGLISH.			
Architecture in Dharwar and Mysore, with an Historical and Descriptive Memoir, by Colonel Meadows Taylor ………………	3	0	0
Do. at Beejapur, with do. by do. ……	3	0	0
Do. of Ahmedabad, with do. by T. C. Hope …	2	0	0
Historical Sketch of the Southern Maratha Country, by Major E. W. West………………	4	0	0

LIST FROM 16TH APRIL TO 15TH MAY 1878.

A fresh supply of the following Books has been received :—

	Rs.	a.	p.
Lethbridge's History of India ………………	2	0	0

DEPARTMENTAL NOTICES.

List of Books in the Government Central Book Depôt.

LIST OF GUJARATI BOOKS OFFERED AT REDUCED PRICES.

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Ranchhodbai's Hitopadesha Shabdartha (Glossary of Sanskrit Words occurring in the Hitopadesha) ………………	0	14	0	0	4	0
Lallubhai's Translation of Howard's First Book of Poetry ………………	0	5	0	0	1	6
Glasgow's Translation of Keightley's Outlines of History, Part I.	0	4	0	0	1	6
Do. do. Part II.	0	4	0	0	1	6

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Dowlatram and Revashankar's Shabdartha Kosha, or Vocabulary of Words occurring in Hope's Gujarati Reading Series, Part I.	0	9	0	0	3	0
Do. do. Part II.	0	14	0	0	4	0
Hirbad Sheriarji Dadabhai's Adarbad Maraspandanu Pandanamu in Pehlavi, with a Gujarati Version and Glossary	2	8	0	1	0	0
Kharsetji Nashirvanji's Hikayat Dilpasand, or Some Amusing and Entertaining Stories	3	0	0	1	0	0
Do. Nakliatnamu, or Moral and Amusing Tales	4	8	0	1	8	0
Manibhai and Chhotalal's Manual of Mahomedan Law, translated from English	2	0	0	0	12	0
Nagindas's Essay on the Bombay University.	1	8	0	0	4	0
Chhotalal's Translation of Howard's English Primer	0	1	0	0	0	3
Do. do. Second Book, Part I.	0	2	0	0	0	6
Jamsetji's Translation of Malcolm's History of Persia	15	0	0	5	0	0
ANGLO-GUJARATI.						
Wallace's First Lessons in English	0	4	0	0	1	6
English Alphabet with Gujarati Representatives, mounted on boards	0	2	0	0	0	6

List of Gujarati Books Suitable for School-Libraries and for Prizes.

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Hope's Seventh Book, old edition		......		0	6	0
,, Algebra		......		0	4	6
Mahipatram's Translation of Peile's "Outlines of Universal History"	0	2	3	0	2	0
Mahipatram's Travels in England	2	0	0	1	0	0
Narmadashankar's Kathá-Kosha	3	8	0	3	0	0
Bhagavanlal's History of Kattiawar	4	8	0	3	8	0
Ranchhodadas's History of British India	0	12	0	0	8	0
Ranchhodabhai's Katha Samaj (Tales from Shakespeare)	1	12	0	1	0	0

	Original Price.			Reduced Price.		
	Rs.	a.	p.	Rs.	a.	p.
Graham's Geometry, Part II.	1	4	0	0	8	0
Do. do. Part III.	1	0	0	0	8	0
Dalpatram Dullabh's Poetical Works	2	8	0	1	8	0
Hirachand's Akhábhagatani-Vani	2	8	0	2	0	0
Do. Pingaládarsha (Mirror of Prosody)	3	8	0	2	0	0
Chaturbhuja's Account of Kachh	1	6	0	0	12	0
Giridharlal's Translation of Rasselas	2	0	0	1	8	0
Taylor and Vrijalal's Dhatusangraha	1	4	0	1	0	0
Jarif: a Treatise on Railroads	0	12	0	0	8	0
Mayaram's Translation of Chiplonkar's "Sanskrit Grammar in Marathi"	0	6	0	0	3	0
Karsandas's Travels in England	12	0	0	6	0	0

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 1*st April* 1878.

Pensions of Officers transferred to Native States, &c.

NOTIFICATION.

The subjoined Government Resolution, No. 1237, dated 6th April 1878, is published for the information of Educational Officers.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 17*th May* 1878.

Pensions. No. 1237.

FINANCIAL DEPARTMENT.

Bombay Castle, 6*th April* 1878.

Memorandum from the Government of India, dated 14th March 1878—Forwarding copy of their Financial Department Circular No. 1803 of the same date:—

"There being reason to suppose that a misapprehension exists as to the principles upon which the pension and leave contributions of officers whose services are transferred to Native States or bodies financially independent of the Government of India are calculated, I am directed to request that particular attention may be paid to the rules on the subject laid down in Chapter VII. of the Civil Pension Code. I am especially to point out that the salary of any officer whose services are lent to a Native State or a body financially independent of the Government of India should be fixed at a gross amount which will *include* (1) the contribution payable on account of leave and pension or gratuity, or (2) in the cases of native officers who resign all claims to allowances from the British Government during leave, and also of inferior servants, the contribution for pension or gratuity only.

"In most instances the officers transferred desire that their absentee and pensionary allowances should be calculated on the pay which they received from the British Government before transfer. The following illustrations are given as to the manner in which the *gross* pay under the Native State or a body financially independent of the Government of India should in such cases be fixed:—

'(1) An officer on being transferred to service under a Native State, &c., wishes to retain his claims to absentee and pensionary allowances from Government. His pay under the British Government is Rs. 1,000, and if it is desired that his absentee and pensionary allowances should be calculated on this pay his gross pay receivable from the Native State, &c., should be fixed at Rs. 1,250, so that a deduction from this of the contribution of one-fifth will leave him a net pay of Rs. 1,000.

'(2) An officer who is a native of India, on being transferred to service under a Native State, &c., resigns all claims to allowances from the British Government during leave, and desires to contribute for pension and gratuity only. His pay under the British Government is Rs. 1,000, and if he wishes that his pension or gratuity should be calculated upon this pay his gross pay receivable from the Native State, &c., should be fixed at Rs. 1,136-5-9, so that a deduction of twelve per cent. will leave him a net pay of Rs. 1,000.

'(3) An inferior servant whose pay under the British Government is Rs. 10 desires that on transfer to a Native State, &c., his pension or gratuity should be calculated on this pay. His gross pay under the Native State, &c., should be fixed at Rs. 10-10-8, so that a deduction of one anna in the rupee, or 6¼ per cent., will leave him a net pay of Rs. 10.'

"I am further to point out that the Government will not, ordinarily, enter into any direct arrangements with any Native State or body financially independent of the Government of India to which an officer may be lent, or make any direct demands upon it. The officer himself, and not the Native State, &c., is solely responsible for the payment of the contribution."

Resolution.—Copies to be forwarded to all Departments of the Secretariat, for information and guidance.

John Nugent,
Acting Secretary to Government.

To all Departments of the Secretariat, and the Accountant General.

Economy in Stationery.

NOTIFICATION.

The subjoined Circular, No. 820, dated 1st instant, from the Superintendent of Stationery, is published for the information of all Educational Officers receiving Stationery from Government Stores.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th May 1878.

CIRCULAR.

No. 820.

Bombay, 1st May 1878.

To the DIRECTOR of PUBLIC INSTRUCTION,
Poona.

SIR,—I have the honour to invite attention to my Circular No. 1355, dated 29th September 1877, and to request you will be good enough to observe the greatest economy with regard to all Stationery issued by this Department. As charges on account of Stationery have recently increased to a considerable extent, Government have ordered me to report all Officers who may make excessive demands for the same. It is therefore necessary that your Annual Indent on the Stationery Department should be curtailed as much as possible, and no articles other than those absolutely required for the use of each particular Office or Department should be indented for.

I have the honour to be,
Sir,
Your most obedient servant,
(Signed) F. F. ARBUTHNOT,
Superintendent of Stationery.

Absentee Allowances of Officers admitted to more favourable rules.

NOTIFICATION.

The subjoined Government Resolution, No. 1618, dated 9th May 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Lieut.-Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th May 1878.

Pay and Allowances. No. 1618.

FINANCIAL DEPARTMENT.

Bombay Castle, 9th May 1878.

Memorandum from the Assistant Secretary to the Government of India, Financial Department, No. 2359, dated 26th April 1878—Forwarding the following copy of letter addressed to the Accountant General, Bengal, No. 914, dated 13th June 1876 :—

"In reply to your letter No. 102-E., dated 17th March 1876, I am directed to state that the allowances of uncovenanted officers who took leave of absence under Supplement F of the Civil Leave Code since the 3rd January 1872, but who have been subsequently admitted to the benefits of the more favourable leave rules for uncovenanted officers, are to be readjusted."

RESOLUTION.—To be communicated to all Civil Departments of the Secretariat, and all Heads of Offices under those Departments.

JOHN NUGENT,
Acting Secretary to Government.

To all CIVIL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES in the CIVIL DEPARTMENTS, including the COLLECTORS and POLITICAL SUPERINTENDENTS in SIND; and the ACCOUNTANT GENERAL.

Gratuities of a certain kind.

NOTIFICATION.

The subjoined Government Resolution, No. 1628, dated 9th instant, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27*th May* 1878.

Gratuities. No. 1628.

FINANCIAL DEPARTMENT.

Bombay Castle, 9th May 1878.

Transfer from the Judicial Department of the Secretariat, No. 2688, dated 2nd May 1878, of the following papers :—

Memorandum from the Commissioner, S. D., No. P.-368, dated 30th March 1878—Forwarding a letter from the District Superintendent of Police, Dharwar, with its accompanying application for gratuity on behalf of Makhatum Hatelkhán, Third Class Constable of the Dharwar Police, and (paragraph 2) requesting instructions, as a commuted pension under Rule 5 to Section 95 of the Civil

Pension Code, should never be less than Rs. 2, whether the certificate of normal prospects of life, required by Government notification dated 28th November 1877, should be forwarded with applications for gratuities which if converted into pensions would be less than Rs. 2.

Memorandum from the Accountant General, No. P.-1305, dated 30th April 1878—Stating that an invalid gratuity not exceeding Rs. 95-14-6 is admissible to the above-named individual, instead of the amount of gratuity, viz., Rs. 100-4-2, proposed by the District Superintendent of Police, Dharwar; and adding (paragraph 3) that, in the cases referred to in the second paragraph of the Commissioner's memorandum, certificates of possessing the normal prospects of life are unnecessary—*vide* Government of India, Financial Department, No. 1864, dated 15th March 1878, which dispenses with the commutation of gratuity in such cases.

RESOLUTION.—An invalid gratuity of Rs. 95-14-6 to be granted to Makhatum Hatelkhân, payable at Dharwar.

2. Extract paragraph 2 of the memorandum from the Commissioner, S. D., No. P.-368, dated 30th March 1878, and paragraph 3 of the Accountant General's report, to be forwarded to all Heads of Offices, with an intimation that, in the cases therein referred to, it is not necessary to obtain certificates of normal prospects of life.

JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, S.D.; the DISTRICT SUPERINTENDENT of POLICE, DHARWAR; the ACCOUNTANT GENERAL (with the subsidiary papers); the COLLECTOR of DHARWAR; all other HEADS of OFFICES, including the COLLECTORS and POLITICAL SUPERINTENDENTS in SIND; the JUDICIAL DEPARTMENT of the SECRETARIAT; the other DEPARTMENTS of the SECRETARIAT.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, No. 1663, dated 13th May 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th May 1878.

Travelling Allowances. No. 1663.

FINANCIAL DEPARTMENT.

Bombay Castle, 13*th May* 1878.

Letter from the Accountant General, No. T.A.C.-18646, dated 29th March 1878—Requesting that the orders of the Government of

India may be obtained as to whether or not the orders contained in their Financial letter No. 2428 dated 29th April 1876, which sanction the grant of travelling batta in addition to railway fare to ministerial officers drawing pay of Rs. 50 and above, when their journey is performed partly by road and partly by rail on the same day, have been superseded by those in their further Resolution in the Financial Department No. 3957 dated 29th October 1877, which lay down general rules for the grant of travelling allowance.

Letter from the Government of India, Financial Department, No. 164, dated 30th April 1878:—

"I am directed to acknowledge the receipt of your letter No. 1224, dated the 5th April 1878, and its enclosures, regarding the grant of railway fare in addition to batta to certain ministerial officers in Bombay when travelling on public duty partly by rail and partly by road on the same day, and in reply to state that the orders of the Government of India in this Department, No. 2428, dated the 29th April 1876, must be considered as remaining in force.

RESOLUTION.—The Accountant General to be informed, with reference to his letter No. T.A.C.-18646, dated 29th March last.

2. Copies of the Government of India's orders should also be forwarded to all Heads of Offices, for information and guidance.

JOHN NUGENT,
Acting Secretary to Government.

To the ACCOUNTANT GENERAL; all HEADS of OFFICES in the CIVIL DEPARTMENTS, including the COLLECTORS and POLITICAL SUPERINTENDENTS in SIND; and all DEPARTMENTS of the SECRETARIAT.

Charges for Khaskhas Tatties and Chicks disallowed.

The following Government Resolution, No. 1441, dated the 22nd April 1878, is published for the information and guidance of Educational Officers in the Central Division.

T. B. KIRKHAM,
Acting Educational Inspector, C. D.

Office of the Educational Inspector, C. D.,
27th May 1878.

Khaskhas Tatties. No. 1441.

FINANCIAL DEPARTMENT.

Bombay Castle, 22nd April 1878.

Memorandum from the Acting Commissioner in Sind, No. 1107, dated 21st March 1878—Submitting copy of a letter No. who dated 12th idem, from the Educational Inspector in Sind,2802, forwards an extract from the Accountant General's objection statement for August last, checking a charge of Rs. 10 on account of khaskas tatties and chicks purchased for the Sehwan Anglo-Vernacular School from Local Funds, observes that the climate of Sehwan in the hot season is, from the proximity of the rocks and other causes, so unbearable that the use of khaskhas tatties is no luxury but an indispensable necessity for a crowded school, and solicits sanction not only to the above expenditure, but also to all similar expenditure which he may find it necessary to incur, not on account of his own office, which does not require them so long as it is in Kurrachee, but on account of schools located up-country; and stating that the discretionary power to sanction such charges at any period from April to October should be vested in the Educational Inspector, who should be held responsible that no outlay is incurred which might or can be avoided.

Memorandum from the Accountant General, No. L. F. 214, dated 4th April 1878—Reporting that the sanction of Government is necessary to enable his department to admit the charge in accordance with Government Resolution No. 3736 dated 18th October 1873.

Memorandum from the Accountant General, No. L. F. 772, dated 17th April 1878—Stating that no charges on account of khaskhas tatties are allowed for any school in the Bombay Presidency.

RESOLUTION.—Similar charges are not allowed for any schools throughout the Presidency, and to allow khaskas tatties and chicks to be supplied to all schools in hot stations would be to create a very inconvenient precedent, and one which would lead to much useless expenditure. The charge cannot be allowed.

(Signed) JOHN NUGENT,
Acting Secretary to Government.

How to draw Pay, Scholarships, &c., of Absentees.

NOTIFICATION.

Much uncertainty appears to exist as to the right mode of preparing bills for pay, scholarships, stipends, exhibitions, &c., in cases where one or more of the persons concerned are absent. In such cases the pay or scholarship, &c., is sometimes drawn and retained by the head of the office until the return of the absentee. This is irregular. The proper procedure is indicated in paras. 3 and 4 of the Acting Accountant General's No. 2, dated the 6th May 1878, which are accordingly republished below, for the information and guidance of all disbursing officers in the Central Division:—

"3. Pay which, by reason of the claimant's absence, cannot be disbursed before the end of the month, shall be left undrawn, and the words 'on leave' or 'on deputation,' as the case may be, should invariably be written against the name of the person concerned. If there may be any saving, it should be shown in the column of remarks with the reasons.

"4. Arrear pay must be drawn in a separate bill, with quotation of the bill from which the charge was omitted, or of any special order of Government granting a new allowance. Such bills may be presented at any time."

T. B. KIRKHAM,
Acting Eductional Inspector, C. D.

Poona, Office of the Educational Inspector, C. D.,
27th May 1878.

Dismissal from the Educational Department.

Chhaganlal Vahlabhai, Master of the Vernacular School at Naiká, Taluka Nariad, Zilla Kaira, has been dismissed by the Director of Public Instruction from the Educational Department for having falsified his school records. His register was examined on the 25th of February, and the attendance of boys up to the end of the month was found entered in it.

E. GILES,
Acting Educational Inspector, N. D.

Office of the Educational Inspector, N. D.,
Camp Broach, 31*st March* 1878.

Head-quarters of Educational Inspector, N. D.

No. 266 OF 1878-79.

On and after June 1st, 1878, the Head-Quarter Station of the Educational Inspector, N.D., will be Ahmedabad. All communications addressed to the Educational Inspector should from that date be addressed to Ahmedabad, instead of Surat.

E. GILES,
Acting Educational Inspector, N. D.

Office of the Educational Inspector, N. D.,
Balsar, 22*nd April* 1878.

Dismissal from the Educational Department.

No. 813 OF 1878-79.

Durgashankar Laxmilal Jhula, 4th Assistant, Junagarh High School, has been convicted of writing an article to a public paper commenting on the government of the Junagarh State, under which he is employed. The Director of Public Instruction, in his letter No. 532, dated 15th instant, has therefore ordered his dismissal from the appointment which he holds in the Educational Department.

E. GILES,
Acting Educational Inspector, N. D.

Balsar, Office of the Educational Inspector, N. D.,
18th May 1878.

APPOINTMENTS AND CHANGES.

MONTHLY LIST of APPOINTMENTS and CHANGES in the EDUCATIONAL DEPARTMENT from 16TH APRIL to 15TH MAY 1878.

18th April 1878.—Mr. Hormusji Pestonji is appointed Eighth Assistant Master, Narayan Jagannath High School, Karachi, and Acting Seventh Assistant in the same school, *vice* Mr. Fatechand Vassumal, transferred to Hyderabad.

18th April 1878.—Seven days' leave of absence, without pay, is granted to Mr. Teckchand Udhandas Waswani, Second Assistant Master, Hydrabad High School.

18th April 1878.—Three months' privilege leave is granted to Mr. Bal Shastri Hari Deo Guru, in the Marathi Translator's Office.

18th April 1878.—Mr. Ramji Hari Agashé, Assistant Deputy Educational Inspector, Tanna, is appointed Assistant Deputy Educational Inspector, Satara, on Rs. 50.

18th April 1878.—The following appointments are made consequent on Mr. Yellappa Virappa Jadhava being transferred to the Police Department :—

Mr. V. B. Bhandivad, substantive *pro tem.* Fourth Assistant Master, Belgaum High School, is appointed substantive *pro tem.* Third Assistant Master in the same school, *vice* Mr. Jadhava.

Mr. S. A. Chatré, Fifth Assistant Master, Belgaum High School, is appointed substantive *pro tem.* Fourth Assistant in the same school, *vice* Mr. V. B. Bhandivad, promoted.

Mr. Hari Anant Kelkar, Fourth Assistant Master, Belgaum Anglo-Vernacular School, is appointed substantive *pro tem.* Fifth Assistant Master, Belgaum High School, *vice* Mr. Chatré, promoted.

18th April 1878.—One year's leave, without pay, is granted to Mr. G. B. Jogalekar, Seventh Assistant Master, Nasik High School.

20th April 1878.—Mr. N. B. Pandit, F.E.A., is appointed (as a temporary measure) substantive *pro tem.* Second Assistant Master, Ahmedabad High School.

4th May 1878.—Two days' privilege leave is granted to Mr. N. M. Sathé, Assistant Deputy Educational Inspector, Poona Sub-Division.

4th May 1878.—Mr. Jagannath J. Bhatt is appointed Head Master, Wadhwan Station School.

4th May 1878.—Mr. Keshavlal M. Pandya is appointed Fifth Assistant Master, Rajkote High School.

4th May 1878.—Mr. Krishnaji T. Marathé is appointed substantive *pro tem.* Seventh Assistant Master, Nasik High School, *vice* Mr. Jogalekar, transferred to the Salt Department.

7th May 1878.—An extension of seven days' privilege leave is granted to the Assistant Deputy Educational Inspector, Kaira and Broach.

7th May 1878.—Mr. Mahadeo S. Apté, substantive *pro tem.* Seventh Assistant Master, Kolhapur High School, is permitted to resign the post.

7th May 1878.—Mr. B. D. Ranadé is appointed substantive *pro tem.* Seventh Assistant Master, Rajaram High School, Kolhapur.

9th May 1878.—Mr. S. V. Yetagiri, Second Assistant Master, Canarese side, Belgaum High School, is appointed substantive *pro tem.* First Assistant Master in the same school.

9th May 1878.—Mr. V. K. Mahajan to be substantive *pro tem.* Second Assistant, Canarese side, *vice* Mr. Yetagiri, promoted.

9th May 1878.—Mr. Jhanirai Manghanmal, Assistant Master, Tatta Anglo-Vernacular School, is appointed Acting Eighth Assistant Master, Narayan Jagannath High School.

9th May 1878.—Mr. Balchand Chandumal is appointed Acting Assistant Master, Tatta Anglo-Vernacular School.

9th May 1878.—Mr. Idonmal Utamchand, Seventh Assistant Master, Narayan Jagannath High School, and Acting Eighth Assistant Master, Hydrabad High School, is appointed substantive *pro tem.* Eighth Assistant Master, Hydrabad High School.

9th May 1878.—Mr. Denmal Khemchand, Ninth Assistant Master, Narayan Jagannath High School, is appointed substantive *pro tem.* Seventh Assistant Master, Narayan Jagannath High School, Karachi.

11th May 1878.—Mr. Ganesh Raoji Digraj, Head Master, Second Grade, Anglo-Vernacular School, Gokak, is appointed Practising School Master, Training College, Dharwar.

15th May 1878.—Mr. Vishnu Balwant Lohokaré is appointed First Clerk to the Deputy Educational Inspector, Nasik, *vice* Mr. Vishnu Ramchandra Deodhar, deceased.

15th May 1878.—Mr. Nagesh G. Shriwadkar is appointed Second Clerk to the Deputy Educational Inspector, Nasik, *vice* Mr. Lohokaré, promoted.

15th May 1878.—Mr. Moro Waman Kirtané, B.A., is appointed Thirteenth Assistant Master, Poona High School.

T. WADDINGTON, Lieut.-Col.,

Acting Director of Public Instruction.

THE

Bombay Educational Record.

No. 7.] JULY 1, 1878. [Vol. XIV.

THE MONTH.

THE revision of the Standards for Anglo-Vernacular Schools just announced in the heads of History and Geography will be closely scanned by our readers. The revision has of course been rendered necessary by the exclusion from the University Matriculation Standard of Grecian and Roman History, and the opportunity has [illegible] to make the stages in Geography rather more symmetrical than they formerly were. We understand that [illegible], speaking generally, schools will have an option during the present official year whether to present pupils under the old heads or the new ones, but that the revised standards will come into force in all cases from the 1st April 1879. It will be seen from the official announcement further on that the Public Service Certificate Examination held this year will be according to the unrevised standards, and will not be affected by the revisions now announced.

WE hear that the National Indian Association have arranged to found four scholarships, to be called "Mary Carpenter Scholarships," for competition amongst the pupils of the various Gujarati Girls' Schools in the Island of Bombay. They will be of five, four, and three rupees per mensem, and the scholarships of higher value will be awarded on condition that the holders serve as pupil teachers in schools open to Government inspection, and give satisfaction to the Managers and the Educational Inspector.

PROFESSOR HENRY MORLEY, Professor of English Literature in University College, London, has appointed Mr. Henry Arber to be his assistant. Mr. Arber is an old pupil of Professor Morley's, and is well known as the editor of the admirable series of "English Reprints" and the "Transcript of the Stationers' Registers."

THE *New York Times* calls attention to a "truly remarkable bill" recently laid before Congress by Senator Burnside. It provides that in the public schools of the district of Columbia the school officers shall introduce, as part of the daily exercise of each school in their jurisdiction, instruction in the elements of social and moral science, including industry, order, economy, punctuality, patience, self-denial, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-respect, hope, perseverance, cheerfulness, courage, self-reliance, gratitude, pity, mercy, kindness, conscience, reflection, and the will. The teachers are to give a lesson every day upon one of these topics.

THE Committee of the Education Department of the Social Science Association has met and selected the following as special questions for discussion at the forthcoming Cheltenham congress:—1. Is it expedient to increase the number of universities in England? 2. Is it desirable to establish free primary schools thr[illegible] country? 3. In what way is it desirable to connect the system of primary schools with the endowed and other schools that supply secondary education? In addition to the above, papers volunteered on other subjects coming within the range of the department will be read and discussed.

THE Council of University College, London, in view of the new Charter enabling the University of London to confer degrees on women, and the increased demand for the higher education of women, have determined to provide for their systematic instruction in regular college classes. Prospectuses embodying the results of the changes have already been issued.

MR. J. M. WILSON, of Rugby, is preparing a treatise on geometry, to correspond with the Syllabus drawn up by the Geometrical Association. It will thus form a simplified Euclid. The book will be published in the autumn by Messrs. Macmillan & Co.

TRAINING OF TEACHERS AT THE UNIVERSITIES.

The Teaching Memorials Syndicate at Cambridge, appointed, February 7, 1878, to consider the questions referred to in certain memorials addressed to the Vice-Chancellor, and to report whether it is expedient that measures should be taken by the University for the preparation and examination of teachers, have issued a preliminary report, in which they state that they have communicated with about one hundred and fifty persons engaged in, or specially interested in, education, and have received numerous answers. They find a decided preponderance of opinion in favour of some kind of university action in the theoretical part of the training of teachers; with regard to university action in the practical part of the training they find less agreement. The syndicate are prepared to recommend that lectures should be given, and an examination held by the university, on the theory, history, and practice of teaching, and that certificates of proficiency should be given by the university on the results of the examination. On the other hand, they do not think it desirable at present that the university should undertake the training of teachers in the practice of their profession. They are, however, of opinion that steps might be taken to ascertain the practical efficiency of the persons who have received certificates, and that their competence in teaching up to a certain standard might be attested by an additional certificate. The syndicate hope to be able to present to the senate, before the conclusion of the Michaelmas term, a scheme for the carrying out of these objects. We trust to give in our next, or in an early number, an admirable letter addressed to the Vice-Chancellor of the University of Cambridge by Mr. J. G. Fitch, in answer to the circular letter above referred to, which advocates action on the part of the universities with great force.

EXAMINATION PAPERS.

(*Concluded from page* 132.)

I have said that boys' written answers are often a revelation to a teacher. He finds that his pupils are wholly ignorant of many things which they once learnt, and were therefore supposed to know. He sees that his teaching has been defective in this or that particular, and he resolves to remedy these defects as soon as possible. But the examination comes at the end of the term, and when it is over the teacher has, perhaps, not even energy enough left to put his impressions and resolutions into his note-book. What is the consequence? Holiday thoughts and interests partly obliterate the traces of the examination, and when, at the end of a month or six weeks, he sets to work again, he unconsciously moves along the old groove. I should strongly recommend the setting of very short papers—say of 15 or 20 minutes, or, if the form is a large one, of a 10 minutes' paper—now and then during the term. These papers would give a hint of the kind of thing going on in the boys' minds, and would often lead to important changes in the teaching. Perhaps an examination by short papers at the middle of the term would be good, and the marks might count with the marks at the final examination.

But when the number of boys examined is large the labour of looking over examination papers becomes very severe. I have known a very rapid worker, but a thorough examiner, confess that it took him on an average 20 minutes to mark each boy's papers; and this 20 had to be multiplied by 60, so that the marking of a single set of papers took 20 hours. Inferior workers who are at all thorough will spend 10 hours in correcting the simplest 2 hours' paper set to a form of five-and-twenty. But then comes in a difficulty. The master arranges his marks beforehand; and if the paper be carefully set he will be able to apportion the marks to the several questions with little difficulty. But how is he to keep a fixed standard in his mind? He comes fresh to the work in the morning, and we will suppose the first papers he looks over please him. He accordingly gives nearly full marks for everything that is substantially right, though there may be some small defects in form. But the next set proves very much better, and yet he cannot mark them much higher without going beyond the maximum. Then he gets a bad paper, which, by contrast, seems to him exceedingly bad; and after a run of bad papers, in looking over which he is tempted to make each examinee suffer for his predecessor's blunders as well as his own, he comes to a middling paper, which again, by contrast, seems exceedingly good, and is marked accordingly. As hour after hour passes, he gets harder and harder to please; but then comes lunch, and possibly a walk, and on his return the examiner sits down again in a much better temper than he was in when he rose. The fortunates who are awaiting him profit considerably by the examiner's lunch and the good effect of a walk in the open air, though these things can hardly be said to give them any preferential claim on the examiner's indulgence. Some men therefore, for fear lest their standard should be altered by a break, go on continuously till the set of papers is finished; but few can work continuously from 8 to 10 hours without getting jaded, and quite unable to judge towards the close in the same spirit as at the beginning.

A fairer way would seem to be to look through the papers question by question; but when there or ten or a dozen questions set in the paper, and the number of the candidates is anything over 20, there are great practical difficulties in carrying out this plan. When I was an undergraduate, we had certain rules given us by our "coaches" for our guidance in examinations. One was to read over the paper as soon as it was given out, to mark the questions which suited us best, and to do them first; and I see these are just the directions given in the Oxford Locals, although in the Cambridge Locals the candidates are required to keep as much as possible to the order in which the questions are set. But whether the Oxford plan is recommended by the examiners or no, it is sure to be partially adopted. A candidate is puzzled by a question, and passes it over; by-and-by he goes back to it, sees its meaning and does it. So the answers are sure to be scattered about in the papers, and if the examiner has to hunt for a particular answer in each set of papers, the inevitable loss of time and temper will seriously endanger his doing the work well. I would suggest a kind of compromise between the plan of looking each paper straight through and the plan of taking it question by question. I have said the different things the examination paper is to test may be arranged under certain heads. This will divide the "tester" (if I may invent a short name to take the place of the seven syllables involved in "examination paper")—this will divide the tester into four or five parts; and where the subject does not fall into these natural divisions it may be divided arbitrarily. These divisions are called A, B, C, D, E, respectively. Under each heading there may be several questions—A1, A2, B1, B2, &c., &c. The examinees must put at the head of each sheet the *letter* they are doing, and must always begin a fresh sheet when they begin a fresh letter. This may seem a simple thing to require from them, but I must admit that no amount of written directions will secure all the candidates beginning a fresh sheet when they begin a new letter. I have found this even in the case of adults, and it will be *à fortiori* true of children. But the directions are more likely to be attended to if they are given *vivâ voce.*

If the papers are headed as I have described, the examiner can readily arrange them in different piles—a pile of A's, of B's, of C's, &c. The papers should have been collected in the order in which the examinees sat. It is, of course, best to prevent copying, but the next best thing is to detect it. In many examinations the order of sitting is the alphabetical, but the order of previous performances is better, for the examiner's judgment is confused by the great gaps in knowledge or attainment when he has to go straight from the good to the bad (from the strong to the feeble, as the French more aptly express it), or *vice versâ.*

The papers then, by the plan I have suggested, are divided into four, five, or six piles. The examiner can take one of these piles and mark it at a single sitting. If he marks the first pile working downwards, he should take the following pile in inverted order. Thus his freshness of spirits will not always be given to one set of boys, and his jaded sleepiness or impatience to another set. In looking over his papers in this way, he will have no difficulty in remembering exactly what he has set, and the maximum mark he has awarded for each question. It is, moreover, an easier and more interesting task to estimate answers to the same question when one gets the answers altogether, than when they come mixed up in a crowd of other answers to other questions. One can work more quickly also; and this is a tremendous gain in the estimation of all examiners. Another great advantage to the teacher is this: he can ascertain how his pupils do in each division of the subject, and see by the marks registered under A, under B, under C, &c., whether they are weak in construing, or in grammar, or idioms, or in general knowledge of the subject. Another advantage is this: it sometimes happens that school arrangements compel a master to set a longer paper than is on other grounds desirable, and the pressure of work may be so great that time fails for proper correction of the whole paper, and yet the list must come out by a particular day. I should very much like to get behind the examiner and see what he does in such an emergency as this—an emergency which is by no means imaginary, but has arisen often, and will arise again. I have heard of conscientious examiners working away literally all night to make out a list which had to be published the next morning; and when I hear of feats of this kind I cannot help reflecting that perhaps some examiners have not such highly developed consciences, and moreover that the biggest conscience ever known could not have performed the functions of the nerves, or made its possessor as fit to judge of the merits of composition at the end of the twentieth hour's labour as he was at the end of the second. So I should like to see some safeguards provided against this tremendous stress of work at the end. If it were clearly announced on a paper that a certain division of it would not be marked as highly as the rest, and was not to be attempted till the examinee could do no more in the other divisions, there would be no unfairness in leaving out this part altogether in looking the paper over. Where every one has had time to do all he can, of course any part may be selected for omission without unfairness; but where there has been any hurry we can cut nothing out, for if we did we should act unfairly to a candidate who had written the answer to that question carefully, and had thus been prevented from doing better in a part of the paper to which we assigned marks.

In awarding marks, a question arises whether negative marks might not fitly be given for answers showing great stupidity or ignorance. Such marks are not usually given. As soon as the examiner has convinced himself that the answer is good for nothing, he passes on, and does not attempt any measurement in the negative direction. The consequence is the examinees take shots, sometimes get marks they do not deserve, but more often expose their ignorance. By our ordinary method, the more dashing style of the boy who writes fast and covers plenty of paper is more successful than that of a careful boy who gets through much less writing but does his little well. Mr. Latham considers this point, and the conclusion he arrives at is, that if negative marks were given, a nervous student, fearing to damage himself by a bad blunder, might be prevented from attempting questions in which he would show himself to advantage. But Mr. Latham still thinks that bad spelling, bad grammar, and guesses which show utter ignorance ought to involve some positive loss. But examiners, I should say, especially young examiners, are much too easily shocked by blunders, and infer too much ignorance from them. Some students have a nasty knack of blundering even in things they are quite familiar with (I speak feelingly here), and in some cases genuine knowledge may exist side by side with genuine ignorance that to an examiner seems totally inconsistent with it. Boys are familiar only with such parts of a subject as they have been carefully drilled in, and their knowledge in that area does not connote a knowledge of anything beyond; and when we have reached the age of tolerance, which may be said to begin at forty, we know too much of the blunders of grown people to be surprised at the mistakes of schoolboys. "*Notres ennemis*," for "*nos ennemis*," seems a very bad mistake to a teacher of French, and yet this blunder has been made by a man who was at all events the superior of the schoolboy—Sir Archibald Alison.

I would here point out the importance of our keeping a copy of every paper we ourselves have set. If these papers are arranged chronologically, they will afford us a rough autobiographical sketch of our teaching. We shall see the kind of thing that used to interest us, and then how our interests and our efforts changed. Perhaps an old examination paper will remind us of an enthusiasm which we would gladly revive, perhaps of an error from which we have fortunately got clear. But I am speaking now of examination papers set with such care that they are, as it were, the shadow of our teaching.

No time remains to discuss, as I had intended, the best way of setting papers in some other subjects. I have not had so much to do with the teaching of history and geography as I have with the teaching of languages, and I have not set many papers, or "testers," in these subjects. But when I look at the papers set by other people I am sometimes a good deal perplexed. I cannot make out how the examiner settles the question of marks. Here, for instance, is a question from one of the Oxford or Cambridge Junior papers—"Draw outline map showing coast line of Europe from the mouth of the Danube to the mouth of the Rhine, and mark the chief rivers and chief ranges of mountains between those two rivers and the coast." The last words—"the coast"—do not very clearly convey the examiner's meaning; but, putting the fault of ambiguity aside, I can't help thinking that some boy or girl might spend half the time allowed for the whole paper in drawing this outline map of Europe, and yet probably not more than one-eighth or one-tenth of the total marks would be awarded as the maximum for it.

Let me read you a History paper, set at this same examination, for the junior candidates. The time allowed for the paper was one and a half hours. The period that had been specially prepared was 1488 to 1660:—

"1. Give dates of the deaths of the sovereigns of England from Henry VII. to Charles II.

"2. Determine as nearly as you can the dates of following events, and give names of the persons principally connected with them:—Martyrdom of Ridley, Bishop of Worcester; Trial and execution of Strafford; Assassination of Buckingham; Completion of authorized version of the Bible; Capture of Montrose.

"3. What were the most important events in the reign of Elizabeth?

"4. Write a short life and character of Cranmer and of Oliver Cromwell. [What, by the way is a *short* life? As a long life would fill a large volume, I suppose a short life might fill a small volume. Anyhow, "shortness" must be relative, and the examiner gives no scale to fix its meaning here.]

"5. Who were the principal literary persons who lived in this period? State for what they were each remarkable. [There's an easy question for you, anyhow. Full marks, I suppose, would be given for such answers as this: "Shakspere, remarkable for plays; Bacon, remarkable for philosophical works and for taking bribes; Milton, remarkable for writing poems and for being blind."]

"6. Describe one of the following events:—Guy Fawkes's Plot; Battle of Naseby; Trial of Charles I.

"7. Mention any facts and dates which particularly struck you in the study of the history of this period.

"8. Discuss the causes and results of the Great Rebellion, or the differences of English life and manners at the present time from what they were at any period from A.D. 1488 to 1660."

This last question, at the end of an hour and a half paper, for young people under sixteen, almost takes one's breath away. "Discuss the causes and results of the Great Rebellion; you have at least five minutes left yet!" What remarkably clever young people must go in for these examinations! I heartily wish one of them were here to-night, and in my place. He or she might then discuss, in the five or ten minutes more during which you might consent still to remain listeners, all that I should like to discuss with you—the best way of discouraging cram; the best system of marks; and (difficulty of difficulties) how to equate marks in such a way that each subject may have its fair share, and no more, in settling the result of the examination. But young people now-a-days must be much cleverer than we were, or we must have sadly degenerated. Anyway, I despair of discussing even the easiest of the subjects I have now named, so I must leave the matter in your hands; and if I have, in legal language, "made out a case for inquiry," I trust that some one else will inquire, and that I shall have the pleasure of coming some other Wednesday and listening to the results.

SCIENCE-TEACHING IN SCHOOLS.*

Fifteen years ago a Commission was appointed to inquire into the education given in our Public Schools, and one of the most impressive points in the report of the Commission was that which exposed the almost universal neglect of Science-teaching. After this report was issued efforts were put forth on all sides to remedy the defect. The press and the profession were alike unanimous in advocating reform; and for a time it seemed as if success must crown the exertions which were called forth by this educational "demonstration." Since that time much has been said—ably and forcibly said—on the advantages to be reaped from the teaching of Science. It has been shown that it tends to develop faculties which no other educational instrument will develop, and therefore that it ought to form a part of every liberal system of education. So thoroughly has the subject been dealt with that it is by no means easy to discover a new argument to urge in its favour. Yet it seems to me that the unanimity which characterized writers on these subjects ten or fifteen years ago has disappeared, and, what is of far greater importance, masters of schools speak with less and less confidence of their scientific work. The reason is that masters are becoming painfully aware of the very great difficulties in the way of so teaching Science as to make it of real educational value; and their misgivings are observed by critics who neither understand nor respect scientific thought, and who, regarding scientific instruction as a rival of the traditionary means of education, are ready to seize the opportunity for speaking of it in disparaging terms.

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* A Paper read before the College of Preceptors, London, by R. Wormell, Esq., M.A., D. Sc., Professor Bain, LL.D., in the Chair.

But I believe that the latter condition, namely, that in which we now find ourselves, is much more hopeful than the former.

If a new branch of study could be so easily introduced with a staff of teachers who had never seen it taught, and who had little or no preparation for the work, the new study would be but of little value. If Science-teachers could be made in a day, they might be dispensed with, and the world would not miss them. If all men continued to laud a system of education as immatured as that which has been grafted on to the older system, what hope would there be of its ever arriving at a healthful maturity? What we have now to do is to try to understand the present position of Science, the causes of opposition, failure, and disappointment. Then we shall be better able to remedy what is defective. Believing that this can be done only by the practical teacher, I accepted our Secretary's invitation to introduce the subject for to-night's discussion.

In what I have to say I shall adopt the orthodox three divisions, with an application. I shall consider—(1) The tone of the opponents of Science outside the profession; (2) Some of the defects and some of the causes of inefficiency in Science-teaching in Public Schools and their remedies; and (3) I shall conclude that, being practical teachers in schools, you expect me to give some practical suggestions as to the manner in which, in my opinion, Science should be taught in schools.

And, finally, if time permits, I will sketch a lesson for young children.

First with regard to external opposition to to the introduction of Science, I wish to point out how rarely now any one directly disparages the sort of discipline which it affords. Few there are now who say that men and women are properly educated who have had no training in habits of accurate observation, and whose minds have never been led to search out any of the laws which govern the phenomena of nature about them. No; their hostility is indirect, and usually resolves itself into parading and exalting some other branch of knowledge, and instituting a comparison between it and Physical Science to the disadvantage of the latter.

A greater attention to Science is advocated, and the reply is "Let us cultivate the imagination." As if the world could be divided into men and women who have some knowledge of Science and no imagination, and others with imagination and no knowledge of Science. As if a man could have a cultivated imagination without a knowledge of Nature and her laws, or as if one could know Nature and be unimaginative. Cultivate the imagination by all means. Science is one of the means. The injunction could not come with a better grace, as it could not come with a wider meaning, than from a man of science. It is one object of the training we advocate that it extends the range of the imagination; it is a result of this training that it gives a wider sympathy—it enables one to realize more fully one's relations to others. This wider sympathy and deeper knowledge of that which is not of one's self must necessarily afford a broader basis and a deeper incentive for the exercise of the imagination. Don't for a moment let us accept it as an alternative that we may either cultivate the imagination or teach Science. Too frequently men of Science have been drawn into discussions of such an alternative. When this is the case, there follows an unprofitable wrangle, something like the following, which, I need hardly say, is an imaginary picture, a burlesque if you please. An advocate of Art presents himself and begins: "You recommend Science, I recommend Art. The question between us is what are the relative educational values of our respective clients. The case is Art *versus* Science—the grand and sublime *versus* the small and mean. Art deals with what is ethereal and celestial; Science with what is coarse and terrestrial. Art elevates man; Science degrades him. Art moves him to great and noble deeds, inspires him with mighty aims and high desires; Science fills his life with petty details, and mere matters of fact. Art is like a bird of the air, 'with its wing on the wind, and its eye on the sun'; Science is like a beast of the field, for ever 'getting his foot in the mud, and his snout in the mire.'"

The advocate of Science is now tempted to reply in the same tone—"Which is the more truthful, Science or Art?" "Science deals with what is real—it supplies man not only with the necessaries, but also the luxuries of life; Art deals with the unreal, with shadows. Science produces wealth; Art absorbs it. Science teaches us to conquer nature, to apply its powers to the needs of the human race, and enables us to meet the realities of life; Art unfits man for the duties of life, by making him dreamy and visionary. Science ameliorates the sufferings of mankind; Art portrays them, and intensifies them by presenting to them a mirror by which their images are added to their reality. Science is wholesome food for the mind; Art is an intoxication." So the wrangle proceeds; and neither Art nor Science, neither the processes nor the results of education, are in the slightest degree benefited by it.

Now the commonest of these alternatives that are offered is that between Classical studies and Scientific. We are asked to look at the long lists which history affords of distinguished statesmen, orators, judges, soldiers, sailors, poets, scholars, divines—great men that a classical education has produced. We do look on them, and we are proud to think they are our fellow-countrymen. We are proud also to know that such honourable careers and enviable renown may still be the lot of those who have the ability and integrity to earn them.

But we are convinced that these heroes do not owe all their fame to their classical education. None of these men would have been less great if they had known more of Science; and the long lists would have been still longer if to many who have died without fame Science had been allowed to introduce the work which would have been congenial to them.

Very lately we noticed, in a leading review, this mode of stifling the plea for a better employment of Science as an instrument of education. We are to look at the claims of the literatures which have done so much in education, and " which have this other charm of proving that people who did not sell lakes for manufacturing purposes, or blacken the earth and sky with noxious vapours, yet led happy lives in perfect civilization." The temptation to retort is great, but nothing is gained by this kind of controversy. We are not called upon—no one is called upon—to consider whether it is better to give an exclusively literary education or an exclusively scientific one. It has been said by a distinguished classical scholar that "Classical education neglects all the powers of some minds, and some of the powers of all minds." The same could be said of an exclusively scientific education. It is not, therefore, a question of one or the other—we must have both. A liberal education will be scientific as well as literary—literary as well as scientific. We are not called upon to choose between them.

There is a choice open under certain circumstances between a literary education purely ancient and one that is modern. If a boy who has to go into active life at fifteen or sixteen comes to me at the age of twelve to be educated, it may be a question whether the literary part of his training shall consist in learning the elements of the Latin and Greek Grammars, or whether it shall make him acquainted with the standard Classics of his own language.

Milton's "Paradise Lost" may not be so grand an epic as Homer's Odyssey, or Virgil's Æneid; the odes of Dryden or Gray may not be so sweet, sublime, or rapturous as those of Horace or Pindar; the satires of Churchill or Pope may be less keen and less vigorous than those of Juvenal; Gray's Elegy may be insignificant compared with the elegies of Ovid; the poems of Shelley or Keats may be less melodious than the lyrics of Sappho; we may have no historians to compare with the Father of History, or with Livy or Tacitus, no orators to compare with Demosthenes;—nevertheless it is better for an English youth to know the works of Milton, Dryden, Pope, Burke, Macaulay, and the other Englishmen I have named, than that he should spend the time which would give him an acquaintance with them in learning the first steps only in the direction of that greater vigour, sublimity, or sweetness, the merest traces of which he will never see. He may know these works, and find time for other studies which will develop powers and strengthen faculties that studies of literature simply would never reveal. When our grammar schools were founded we had no English Classics; happily our language has since then proved itself capable of expressing all the languages of Greece and Rome were ever able to express. No doubt this is due in great measure to the fact that the men who have had most influence in making the language what it is have been careful, laborious, and successful students of the ancient masters. We are not deprecating a study of ancient literature, but we rejoice that a literary culture is within the reach of those who could never obtain it by means of the old languages. I cannot even hint that Shakespeare's palm is a borrowed one; but with this exception I am ready to admit that the best literary treasures in our language are but imitations. What follows? Let us go to their models by all means when we can; but it is better to be familiar with the imitations than to spend all our time in learning the way to the originals, and then to die without having seen so much as their shadows.

Davy has used this assumed inferiority of modern to ancient authors as an argument in favour of Science-teaching. He says, —"Do not regard as indifferent what is your true and greatest glory. Except in these respects (*i.e.*, the achievements of Science), in what are you superior to Athens and Rome? Do you carry away from them the palm in literature and the fine arts? Do you not rather glory, and justly too, in being in these respects their imitators? In what, then, are you their superiors? In everything connected with Physical Science, with the experimental Arts. These are your characteristics. Do not neglect them. You have a Newton, who is the glory not only of your own country, but of the human race. You have a Bacon, whose precepts may still be attended to with advantage. Shall Englishmen slumber on that path which these great men have opened? Say rather that all assistance shall be given to their efforts—that they shall be attended to, encouraged, and supported."

The question that does present itself is, Shall we, under certain conditions, of which time is the most important factor, take one form of literary training or another? Except as rival claimants for a portion of the time of the young student, Science and Classics are in no way opposed. Every one who knows the claims of both will agree with Canon Farrar when he says that "Greek and Latin, taught in a shorter period and in a more comprehensive manner, should remain as a solid basis of a liberal education", and at the same time will ask with him, "Why can it not be frankly recognized that an education *confined* to Greek and Latin is an anachronism?"

The lesson which these comments are intended to convey is this—let us not be seduced from earnestly endeavouring to place this agent at the service of our pupils by the invidious comparisons between Science and older branches of knowledge which are placed before us.

Sometimes, instead of a particular subject, some laudable effect or aim of education is mentioned, and it is tacitly assumed that Science has no share in it; for instance, we are asked,—"Are not breadth of view and habits of intellectual accuracy worth having even at the cost of losing some years of early training in Science?" "What is Science but a collection of dry facts and details?" "True education gives life, light, breadth, and order"; and "A dark life, a narrow life, a life crowded with petty details, is not really life at all." (*Saturday Review.*)

We quite agree with this description of education, though, of course, not with that of Science. Why do we want Science to be more widely used? It is because we wish to impart light, breadth, order, and habits of intellectual accuracy—because we wish to give life and energy, not to one only, but to every faculty and every sense. Of course, there are many respects in which education by means of Science resembles education by other means, just as there are many respects in which scientific knowledge resembles all other knowledge. It has been remarked lately by Mr. Goschen that poetry, history, and all literature worthy of the name, open up "sources of amusement often rising into happiness." This has been also said of Science; and Professor Huxley remarked lately that it is the special business of Science to satisfy and direct aright that infinite curiosity that there is in man, and which, though often the source of sorrow, is the source of one of his highest pleasures.

There are few who know the value of Science in education. It becomes Science-teachers to increase the number of those who know it, because they have benefited by it. Let all other educational agents do all that they are capable of doing; Science may do many things in common with them as well as they, and will do much that other studies cannot do.

When the work of this agent is free, the minds of men will be less narrow; sympathies will be wider; malice and uncharitableness will be less frequently met with;—for man will be better able to distinguish truth from falsehood—that which is from that which seems—that which can be demonstrated by observation from that which is purely hypothetical.

Secondly, Let us consider the discouragements of Science in our public schools. If the masters of these schools seem to stand in the way of progress, we may depend upon it, it is because of the magnitude of the difficulties in the way of making this teaching sound, safe, and thorough. Most of these men are too intelligent not to see that there is a proper place for Science in modern education; they are too conscientious to deny that of which their minds are convinced; and too earnestly devoted to the interests of all their scholars to despise what might prove of immense benefit to some.

When it was clearly shown, by the evidence before the various Commissions, that room should be found in the curriculum for new subjects, they hastened to attach Modern Departments to their schools; and let us ask why, so far as these Modern Departments are concerned, Science has not fulfilled the expectations formed of it.

To make the new work successful, the ablest, most earnest, and most enthusiastic teachers were required; but, as a rule, the Science-teaching was given into the hands of a junior assistant, whose only qualification was that he could be most easily spared from other work. In how many schools is the Science-teaching under the direction of the best and most influential teacher, or the man of highest scholarship? Perhaps in one or two. Another mistake was that the teaching took the form of lectures. Those interesting and often masterly expositions of the theorems and laws of nature, illustrated by brilliant pyrotechnic displays, which constitute the popular lectures of popular professors, became the models which the Science-teachers, in a clumsy and bungling manner, sought to copy.

Such lectures may be admirable for the adult audiences for which they are generally intended; but even in the ablest hands they would be of little educational use in our schools. If given to our schoolboys, what little knowledge they conveyed would be showy and ostentatious in character, and they would inevitably produce the appearance of knowledge without the reality. In the hands of inferior men, as instruments of intellectual training, they became positively contemptible.

(*To be continued.*)

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED INTO THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 21ST MAY TO 15TH JUNE 1878.

A fresh supply of the following English Books has been received from England :—

	Rs.	a.	p.
Potts's Euclid, Books I.-IV.	1	8	0
Roscoe's Chemistry (Science Primer Series)	0	8	0
Johnson's Rasselas (Pocket Classics)	0	4	0
Webster's Complete Dictionary, Pictorial edition, by Goodrich and Porter, without Appendix	10	8	0
Irving's Sketch Book (Paper-bound)	0	12	0
Laurie's Standard Copy Books, Nos. 1 to 4	0	1	4
New Editions published.			
Hope's Departmental Gujarati 4th Book, 10th stereotyped edition, 1878	0	6	0
Sayad Abdul Fatah's Second Book of Hindustani, 4th edition, 1878	0	7	0

DEPARTMENTAL NOTICES.

Certain Vernacular Manuscripts may be borrowed for use in Schools.

NOTIFICATION.

The subjoined Government Resolution, No. 2643, dated 22nd May 1878, is published for the information of Educational Officers.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th June 1878.

Vernacular Records.

No. 2643.

REVENUE DEPARTMENT.

Bombay Castle, 22nd May 1878.

Letter from the Commissioner, C. D., No. R. 1683, dated 6th May 1878—Suggesting (in the last paragraph) that, with the object of enabling boys attending Vernacular Schools to learn to read Vernacular handwriting, an order be passed directing Mamlatdars to supply, on application by a schoolmaster of a Government school, a number of B list papers, taking a receipted list thereof from the schoolmaster, who shall be responsible for them, and on duly returning them can have a fresh supply of such B list papers.

RESOLUTION.—The proposal made by the Commissioner, C. D., in his concluding paragraph, may be generally adopted, care, however, being taken that no records are allowed to leave the Mamlatdar's Kacheri.

(Signed) JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, N.D.; the COMMISSIONER, C.D.; the COMMISSIONER, S.D.; all COLLECTORS; the EDUCATIONAL DEPARTMENT of the SECRETARIAT.

Certain Vernacular Manuscripts may be borrowed for use in Schools.

NOTIFICATION.

The subjoined Government Resolution, No. 3099, dated 19th June 1878, Revenue Department, is published for the information of Educational Officers, in continuation of this office notification dated 7th instant.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th June 1878.

Official Records.

No. 3099.

REVENUE DEPARTMENT.

Bombay Castle, *19th June* 1878.

Memorandum from the Commissioner, C. D., No. R.-2095, dated 8th June 1878—Forwarding a copy of his reply to a reference from the Collector of Nasik, that he understands the word "records" used in Government Resolution No. 2643, dated 22nd ultimo, to mean those of the A list that are to be kept, and that he also understands that all B list papers lent are to be carefully returned.

RESOLUTION.—The Commissioner has correctly interpreted the orders of Government.

(Signed) E. W. RAVENSCROFT,
Chief Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; all COLLECTORS; the EXTRA FIRST ASSISTANT COLLECTOR IN CHARGE PANCH MAHALS (with a copy of Government Resolution No. 2643, dated 22nd May 1878); the EDUCATIONAL DEPARTMENT of the SECRETARIAT.

All Government payments to be made down to pies.

NOTIFICATION.

The subjoined Government Resolution, No. 2235, dated 25th June 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
30th June 1878.

Accounts. No. 2235.

FINANCIAL DEPARTMENT.

Bombay Castle, 25*th June* 1878.

Resolution of the Government of India in the Financial Department, No. 932, dated 14th June 1878 :—

"Read—

"Letter from the Comptroller General, No. 2295, dated 6th March 1878—Submitting papers relative to the practice which prevails in the Military Department, Bombay, of paying to Chelsea out-pensioners one anna for every fraction thereof. The Comptroller General remarks that the practice referred to arose out of the orders of the Government of India in the Financial Department, No. 2695, dated 30th September 1864, passed on the report of the Commissioners of Inquiry into the Indian Accounts, but points out that those orders directed the omission of pies in *accounts* only, and that it was ruled in the orders of the Government of India, No. 1307, dated 25th February 1874, that fractions of an anna should be recorded in the earlier stages, and thrown out only in the later stages, of the accounts.

"RESOLUTION.—The Governor General in Council directs that in the discharge of claims against the Governments payment be made down to pies, and that, as ruled in the orders of the Government of India, Financial Department, No. 1037, dated 25th February 1874, pies be recorded in the earlier stages of the accounts, but thrown out in the later stages.

"This order applies to all payments by Government, in whatever Department they are made."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices in the Civil Departments, for information and guidance.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT ; all HEADS of OFFICES in the CIVIL DEPARTMENTS, including the COLLECTORS and POLITICAL SUPERINTENDENTS in SIND ; the ACCOUNTANT GENERAL.

What Officers are empowered to execute Contracts, &c.

NOTIFICATION.

The subjoined extract from Government Resolution No. 3518, dated 14th June 1878, Judicial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
30th June 1878.

No. 3518 OF 1878.

JUDICIAL DEPARTMENT.

Bombay Castle, 14th June 1878.

Read the following :—

No. 684.

Extract from the Proceedings of the Government of India in the Home Department (Judicial), under date Simla, the 31st May 1878.

RESOLUTION.

In exercise of the power conferred by the thirty-third and thirty-fourth of Victoria, Cap. fifty-nine, Section two, and of all other powers enabling him in this behalf, the Governor General in Council is pleased, in supersession of all previous Resolutions in this behalf relating to the Presidency of Bombay, to declare that the undermentioned classes of the deeds, contracts, and other instruments referred to in the twenty-second and twenty-third of Victoria, Cap. forty-one, Section two, may be executed as follows in the territories administered by the Governor of Bombay in Council :—

1. Contracts for the supply of articles of dead stock, or petty supplies.	By the Government officer for whose use such articles or petty supplies are required, or by any Government officer to whom such officer is subordinate.
2. Contracts for the sale of useless articles.	By the Government officer in whose office such useless articles are, or by any Government officer to whom such officer is subordinate.
3. Contracts for lease or sale of Government buildings.	Jointly by the chief local officer of the Department in whose charge, and the chief local officer of the district in which, such buildings are.
4. Contracts for hire or purchase of buildings for Government.	Jointly by the chief local officer of the Department for which, and the chief local officer of the district in which, such buildings are to be hired or purchased.

5. Contracts for petty constructions and repairs, and for public works of every description which are not executed by the Public Works Department.	Jointly by the chief local officer of the Department by which, and the chief local officer of the district in which, such works are to be executed, or by an Assistant or Deputy Collector, if the work is executed by the Revenue Department.

* * * *

16. Contracts entered into with normal scholars and apprentices in Engineering or Industrial Colleges, &c.	By Educational Inspectors, or by the Principals of such Colleges.
17. Contracts for public works executed by the Public Works Department.	By Executive Engineers of Divisions, subject to the conditions prescribed by the Public Works Department.

* * * *

23. Deeds, contracts, and instruments not included in any of the foregoing articles.	In Sind by the Commissioner in Sind, and elsewhere by a Secretary to Government.

Nothing herein contained shall be deemed to affect any enactment for the time being in force which expressly prescribes by whom any such deed, contract, or other instrument as is herein mentioned shall be executed.

ORDER.—Ordered that this Resolution be communicated to the Government of Bombay for information, and be published in the Supplement to the *Gazette of India*.

RESOLUTION.—Copy of this Resolution should be forwarded to each Department of the Secretariat, for information with reference, to Government Resolution No. 2966 dated the 5th May 1877, and connected papers.

2. The Resolution should also be published in the *Government Gazette*.

(Signed) J. MONTEATH,
Acting Under Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the REMEMBRANCER of LEGAL AFFAIRS.

Revised Standards in History and Geography.

NOTIFICATION.

The subjoined Government Notification, dated 11th June 1878, is published for the information of Educational Officers.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1*st July* 1878.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 11*th June* 1878.

No. 736.—The following changes in the Standards of the Educational Department have been sanctioned by His Excellency the Governor in Council, in consequence of the changes recently made by the University in the "General Knowledge" branch of the Matriculation Examination. The requirements specified below are to be substituted for those given under the heads of History and Geography in Schedule A:—

I.—Standards for European and Eurasian and English-Teaching Schools.

Standard.	History.	Geography.
II.	None.	Easy geographical definitions. Form and Motions of the Earth, and chief divisions into Continents, Zones, &c. Meaning of a Map, elementary knowledge of Map of India, principal boundaries, mountain ranges, and rivers.
III.	None.	Revision of Standard II. Elementary General Geography of Asia, Map of Asia, principal boundaries, countries, mountain ranges, rivers, and cities; also chief seas, lakes, and islands.
IV.	Outlines of Indian History, with dates of chief events.	Revision of Standards II. and III., and general knowledge of Physical and Political Geography of India.

Standard.	History.	Geography.
V.	Revision of Standard IV., outlines of History of England with dates of chief events.	Revision of Geography of India and Asia. General elementary knowledge of Physical and Political Geography of Europe, with more detailed knowledge of Geography of British Isles.
VI.	Revision of History in Standards III. and IV., History of India to battle of Paniput, 1761.	Physical and Political Geography of India and adjoining countries. An outline map of any country of Asia to be drawn from memory, the chief boundaries, mountain ranges, rivers, and cities to be marked on the map.
VII.	Revision of Standard VI., and History of India from 1761 to the departure of Lord Dalhousie, 1856	Outline maps as in Standard VI., with more detailed Geography of India. Map of India to be drawn from memory, with lines of lat. and long., and political divisions in illustration of History. General Geography of America, Africa, and Oceania, with special knowledge of British Foreign Possessions.
VII.	Revision of previous Standards. History of England to Treaty of Paris, 1856.	Detailed Physical and Political Geography of England. Map-drawing from memory to illustrate History. An outline map of British Isles or any country of Europe to be drawn from memory, and the principal boundaries, mountain ranges, rivers and cities to be marked.

MATRICULATION.

II.—Standards for Anglo-Vernacular Schools.

(Questions and Answers to be in the Vernacular.)

I.	Outline of Indian History, with dates of chief events.	Elementary general knowledge of Geography of Asia. General, Physical, and Political Geography of India, including mountains, rivers, lakes, and seas; boundaries, countries, capitals, and chief cities.

Standard.	History.	Geography.
II.	Revision of Standard I., History of India to battle of Paniput, 1761.	Revision of Standard I., with more detailed knowledge of Asia and India. Elementary knowledge of geography of world, with principal natural and political divisions; situations of all capital cities.
III.	Revision of Standards I. and II., and History of India to departure of Lord Dalhousie, 1856.	Revision of previous Standards. Map of India to be drawn from memory, with political divisions to illustrate History.
	(Questions and Answers to be in English.)	
IV.	Revision of History of India. Outlines of History of England, with dates of chief events.	Elementary general knowledge of Geography of Europe, with more detailed knowledge of British Isles. Revision of Geography of Asia and India.
V.	Revision of History of India. History of England to year 1485.	Revision of previous Standards. Map of any country of Asia to be drawn from memory, boundaries, mountains, rivers, and cities being marked, and in the case of India political divisions, and lines of lat. and long. General Geography of America, Africa, and Oceania, with special knowledge of British Foreign Possessions.
VI.	History of England to Treaty of Paris, 1856. Revision of previous Standards.	Detailed Physical and Political Geography of England. Map-drawing from memory to illustrate History. An outline map of British Isles or any country of Europe to be drawn from memory, and the boundaries, mountain ranges, rivers, and cities to be marked.
VII.	Matriculation.	

By order of His Excellency the Honourable
the Governor in Council,

(Signed) C. GONNE,
Acting Chief Secretary to Government.

Revised Standards in History and Geography and the Public Service Examinations.

No. 1276 of 1878-79.

Poona, Office of the Director of Public Instruction,
27th June 1878.

To the EDUCATIONAL INSPECTOR,
Central Division.

Sir,—In continuation of this office No. 1151, dated 21st instant, I have the honour to direct that the changes recently made in the Heads of History and Geography should not be made applicable to the Public Service Examinations of the current year, but the old Standards should be adhered to.

I have, &c.,

(Signed) T. Waddingto[illegible]t.-Co
Acting Director of Pu[illegible]truction.

Poona, Office of the Educational Inspector, C. D.,
30th June 1878.

Memo.

The above ruling by the Director of Public Instruction is published for the information of all concerned in the Central Division.

T. B. KIRKHAM,
Acting Educational Inspector, C. D.

APPOINTMENTS AND CHANGES.

Monthly List of Appointments and Changes in the Educational Department from the 16th May to 15th June 1878.

17th May 1878.—Mr. Subaji Venkatesh Yetagari, Second Assistant Master, Kanarese side, Belgaum High School, is appointed First Assistant Master, Dharwar Training College, *vice* Mr. N. R. Datar, retired.

17th May 1878.—One year's leave, without pay, is granted to Mr. Gulabdas Laldas, 8th Assistant Master, Surat High School.

17th May 1878.—Mr. Hargovindas Vyas is appointed substantive *pro tem.* Eighth Assistant Master in the Surat High School, *vice* Mr. Gulabdas Laldas.

24th May 1878.—Mr. Appaji Baburao Devekar is confirmed in his appointment as Assistant Deputy Educational Inspector, Belgaum and Kaladgi.

24th May 1878.—Mr. Shriniwas K. Rodda is confirmed in his appointment as Assistant Deputy Educational Inspector, Dharwar.

27th May 1878.—Mr. C. W. Dudley is appointed Laboratory Assistant in the Poona Civil Engineering College, *vice* Mr. B. D'Cruz, resigned.

27th May 1878.—Mr. Gulabbhai Kanthadji Desai is appointed a Fellow in the Poona Civil Engineering College, *vice* Mr. Dudley, appointed Laboratory Assistant.

29th May 1878.—One and a half month's privilege leave is granted to Mr. V. K. Chiplunkar, 2nd Assistant Master, Ratnagiri High School.

31st May 1878.—Six months' leave, on private affairs, is granted to Mr. N [illegible]. Bhatwadekar, 3rd Assistant Master, Nasik High School[illegible]

31st May [illegible].—One and a half months' privilege leave is granted to Mr. Bapu Soné Sawant, Assistant Deputy Educational Inspector, Ratnagiri.

5th June 1878.—Mr. S. R. Apté is confirmed in the appointment of Fourth Assistant Master, Dharwar High School.

5th June 1878.—Mr. Krishnaji Govind Vadwadé, Head Master, Khanapur Second Grade Anglo-Vernacular School, is appointed Head Master, Second Grade Anglo-Vernacular School, Gokak.

7th June 1878.—Six months' additional leave, without pay, is granted to Mr. D. G. Gharpuré, Third Assistant Master, Poona High School.

7th June 1878.—Mr. S. G. Jinsiwalé is appointed substantive *pro tem.* Third Assistant Master, Poona High School, *vice* Mr. Gharpuré, on leave.

13th June 1878.—Mr. Hari Ganesh Godbolé is appointed substantive *pro tem.* an Assistant Master in the Kolhapur High School, *vice* Mr. K. N. Patankar, on leave without pay.

T. WADDINGTON, Lieut.-Col.,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th June 1878.

THE

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No. 8.] AUGUST 1, 1878. [Vol. XIV.

THE MONTH.

We hear that there will be seven English Examiners in the ensuing Matriculation Examination, and that the following gentlemen have been nominated to the duty:—The Rev. Messrs. Hamilton and Grieve, and Messrs. Peterson, Forrest, Selby, Macmillan, and Pinhey.

We have peculiar pleasure in calling attention to a book printed at the "Columbian Press," Satara, and entitled "Anatomy Human and Comparative." The work is written by the Rev. Mr. Bruce, an American missionary of the place, and has been prepared in such a way as to be specially suitable for translation into Marathi, and for use, either in its English or Marathi form, in the schools and colleges of Western India. The work is simply and clearly written, is illustrated with no less than 162 capital woodcuts, and has appended a carefully prepared glossary of technical terms employed in the study of anatomy, with the best equivalents yet agreed upon in Marathi. A feature of special interest in the book is its printing. This is simply admirable, and we read with astonishment Mr. Bruce's statement that "almost the entire composition work has been done by two of his children, a boy of thirteen and a girl of eleven years of age." Mr. Bruce founds a claim for indulgence on this circumstance, but few readers will think indulgence necessary, as the printing would do no discredit to the best presses of Bombay. The book would make an admirable prize-book, and we hope to find it largely used for this purpose.

The *Academy* says a Goethe Society has been founded at Vienna, after the pattern of the English Shakespeare Societies. Its object is to found a Goethe library, and to issue editions of Goethe's chief works at a price sufficiently low to place them within the reach of all classes.

THE *Academy* understands that in the forthcoming series of "English Men of Letters," edited by Mr. John Morley, Professor Huxley has undertaken to write on Hume, Mr. Thomas Hughes on Dickens, Professor Nichol on Byron, and Mr. W. Minto on Defoe.

THE Head Master of the Government School at Prome, Burmah, recently asked the local Municipality for a grant of Rs. 50 towards making a school garden on his premises. The only reply vouchsafed by the Commissioners was "that they are of opinion that the real and best method to teach gardening is for the pupils to commence on the virgin earth, and watch the progress of daily care in cultivation." The Commissioners, besides being humourists, are evidently practical men, and take much the same view of such matters as that amiable educator of youth Mr. Squeers of Dotheboys Hall, who illustrated his "regular education system" by the characteristic remark, "when a boy has learned that bottinney means a knowledge of plants, he goes and knows 'em."

SCHOOL DISCIPLINE.

Some remarks made by Mr. Williams, Inspector of Schools, in a report to the School Board for London, just printed, respecting the discipline and tone of schools in his district, are worth attention. The discipline, Mr. Williams observes, in a few schools is a little too repressive. This, he adds, is a great hindrance to success; for excessive severity acts as powerfully in one direction as excessive leniency does in the opposite direction. The prominent outward result of a harsh and repressive system of discipline is an unhealthy tone. This term is not easy to define, although to the practised observer it is easy to detect. It bears the same relation to discipline that timbre, in musical language, does to pitch. It is something that pervades the whole atmosphere of the school, and is felt almost as readily as seen. The usual accompaniments of a bad tone are an unnatural nervousness on the part of scholars in the presence of the teacher (which in his absence is invariably replaced by excessive rudeness and misconduct); a want of readiness and elasticity in yielding obedience to the rules of the school; a want of loyalty towards the teacher, and an absence of sympathy with one another.

Mr. Williams mentions as a "noteworthy and encouraging fact" that there are schools in some of the worst districts of London in which thoroughly satisfactory order and discipline prevail, and where the tone is exceptionally good.—*Pall Mall Gazette.*

TECHNICAL EDUCATION IN AMERICA.

The *Canada School Journal* gives the following extract from the message of Governor Rice to the Massachusetts Legislature, which contains general remarks and principles equally applicable to other countries:—I desire to commend anew to your favourable attention the subject of industrial art education, feeling that the interests of the commonwealth, in greater variety than can be easily described, are undoubtedly involved therein. Displaying a degree of inventive talent which places her in the front rank of States in respect to mechanical pursuits, and exhibiting a measure of commercial enterprise of corresponding proportions, our State does not yet command the eminence in the markets of the world which she is destined hereafter to attain, if efforts in the development of her industries be rightly directed. Her manufactures, like those of the country in general, too often bear marks of foreign imitation, or are the product of foreign designers in our own mills; while those of native design too often bear evidence of undisciplined taste and less perfect execution. Before native talent can fully supply the need in this respect, there must be a general advance in mechanical skill and in art culture. A great poet or scholar is most likely to be matured in a literary atmosphere; and in like manner there must be a general diffusion of artistic principles, taste, and practice before we can hope for that higher outcrop of ability which shall lead the way to preëminence in manufacturing success. But, apart from the generation of extraordinary leaders, the whole character of our industries will shortly feel the influence of this training in the line of direct and profitable advantages. The higher advancement of art education tends to the multiplication of new forms of industry, to the enlargement of the field of remunerative labour, and to the increase of wages; and thus it benefits alike capitalists and the working classes in a community where it is encouraged. I pass by, in this place, the discussion of the moral aspects of the case—the elevation of taste and character which comes from contemplation and association with what is most perfect and most beautiful; though that surely is of no small consideration which contributes most largely to our purest enjoyment, while at the same time it is made to contribute to our physical comfort and to the wealth of the community. To secure these results, the normal art-school, now an assured success, is diligently working, and sending annually forth teachers whose influence is already felt, both in the elevation of the public taste and in the improved designs and commercial value of the products of our industries.

MR. FITCH ON UNIVERSITY TRAINING AND EXAMINATION OF TEACHERS.

The following is the circular letter referred to in our last number, from the Vice-Chancellor of the University of Cambridge to various persons interested in education, on the subject of the training and examination of teachers by the Universities:—

CLARE COLLEGE LODGE, CAMBRIDGE,
Feb. 15*th*, 1878.

SIR,—Various memorials having been presented to the University of Cambridge with the view of inducing it to establish some system of professional training and examination for Higher-grade Teachers, a Syndicate has been appointed to consider the questions referred to in the Memorials, and to report to the Senate whether it is expedient that measures should be taken by the University for the preparation and examination of teachers, and, if so, what these measures should be.

I am requested by this Syndicate to state that they will be greatly obliged to you if you will favour them at your earliest convenience with any suggestions that may aid them in arriving at conclusions and drawing up a Report upon this subject.

I have the honour to be, Sir,
Your obedient servant,
E. ATKINSON,
Vice-Chancellor.

And the following is the reply to the circular which we promised to give, and which the Vice-Chancellor and Mr. Fitch have kindly given permission to publish:—

8, LANCASTER TERRACE, REGENT'S PARK,
March 4*th*, 1878.

REVEREND SIR,—I have had the honour to receive your circular letter of the 15th ult., in which you submit for consideration the questions, "Whether it is expedient that measures should be taken by the University for the preparation and examination of teachers; and, if so, what these measures should be."

My reply will presuppose that for the complete equipment of a skilful and accomplished schoolmaster there are needed—

(1) Accurate and abundant knowledge of the subjects he has to teach.

(2) Sufficient general culture and knowledge to enable him to see what he teaches in its true relation to other subjects, and as part of a liberal education.

(3) Acquaintance with Mental Philosophy in its special bearing on the manner in which the intellectual faculties are to be cultivated, and knowledge is to be acquired.

(4) A knowledge of the best methods of instruction, of economizing time, material, and teaching power in a school, and of the art and science of education generally.

(5) Some acquaintance with the history and literature of education, and with the works and methods of eminent teachers.

(6) Practical and successful experience in the conduct of a school or class.

(7) Natural aptitude and love for teaching.

Of these several qualifications, the University already provides the first and second, and attests the possession of them by a degree. The third is also a requirement for which provision is, or might easily be, made in the Moral Science Tripos. The last is one which no training or preparation can give. And it may readily be admitted that, in just the proportion in which the candidate for the teacher's office is endowed with this gift, he is less dependent than other men on formal, professional rules, and may be more safely left to fashion his own methods. But all experience proves that for the ordinary teacher, who is not specially fitted by taste or genius for the work, definite instruction in the principles and practice of his art is of great value; that it saves him from many crude experiments and serious mistakes; and that it enables him to achieve a given result with a less expenditure of time and force, and with fuller enjoyment, both on his own part and on that of his pupils.

I am of opinion, therefore, that the University has been well advised in determining to consider this question; and that it will do an important public service if, by its influence, increased attention is directed to the need of such qualifications on the part of schoolmasters as I have indicated by the numbers (4), (5), and (6), and if provision can be made for supplying this need.

Before considering the means which the University might fitly adopt for the attainment of these ends, it is worth while to have clearly in view what has already been done in regard to the training and certification of the elementary teachers. This is the only department of English public instruction in which the value of professional training has been fully recognized, or in which systematic provision has been made for such training. I may add that, considering the class from which the elementary teachers are recruited, and the very limited opportunities for general mental cultivation possessed by many of them, the results of normal training, in enabling so large a proportion of them to become skilful and efficient teachers, have been most remarkable, and are such as to encourage the highest hopes of the success of analogous experiments, if tried, *mutatis mutandis*, in connexion with school masters and mistresses of another class, who aim at a higher kind of teaching, and who possess the great advantage of a liberal education before entering on a scholastic career.

The training furnished in the Normal or Training Colleges recognized by the Education Department is adapted to prepare students for the attainment of a certificate of merit, issued by the Department, and required as a condition in the case of the head teacher of every school which claims a share of the Parliamentary grant. The certificate is awarded after examination in the subjects usually taught in elementary schools, and also in the methods of teaching those subjects, and in school management generally. The candidate is also required to conduct classes and to give lessons in the presence of the Inspector, and the certificate itself is not granted until he or she has been for two years subsequent to the examination successfully employed in the conduct of a school, or of a separate department of one, and has been twice favourably reported on by the Inspector as a competent teacher and disciplinarian. The certificate, therefore, is of value, partly as it attests the possession of certain moderate acquirements, but chiefly because it represents the power to turn those acquirements to practical account in the management of a school.

Now, assuming the authorities of the University to be convinced that similar measures for the organization and improvement of the higher branches of the teaching profession would be in themselves valuable, and ought to be undertaken by the University, it would seem that the instruments in the hands of these authorities which are available for the purpose are mainly four:—(1) Actual instruction in the principles and practice of education; (2) Discipline and supervision of the candidate while under probation as a teacher; (3) Examination; and (4) The granting of a diploma (*facultas docendi*). I will refer briefly to each of these in order.

(1) I have already* stated publicly my reasons for thinking that systematic lectures in the Art, Philosophy, and History of Education might be made very interesting, and fruitful of the most practical suggestions and guidance for the future teacher. Professorships or Lectureships on Pedagogy or Didactics exist in the University of Berlin, in many of the Colleges and Lycées in connexion with the University of France, and have lately been founded under encouraging auspices at the Universities of Edinburgh and St. Andrews. I am not sanguine as to the immediate success of such an experiment if tried at Cambridge. Much would depend on the special characteristics of the first person chosen to discharge so novel and difficult a function. He should be profoundly acquainted with the best of what has been written and said upon the subject of Education, and should be able to co-ordinate such materials in a scientific spirit. He should be practically familiar with the methods of instruction in use in the most famous schools of our own and foreign countries. He should himself have been a skilful and successful schoolmaster. Above all, he should have a strong faith in the worth and useful-

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* In the *Contemporary Review*, Dec. 1876, "The Universities and the Training of Teachers."

ness of the chair which he filled, and should be able not only to convey the results of experience in the form of rules and counsels, but also to illustrate by his own example the most effective methods of explaining and enforcing truth, and to inspire his students with enthusiasm and interest in their work. I cannot doubt that a professor so qualified would soon draw around him the best and most earnest of the young men who intended to devote their lives to the scholastic profession, and that in time, when it became once known that the University attached importance to investigations of this kind, the lectures of the Professor of Education would exert a far-reaching influence, and would be found to have raised and ennobled the aims of the great mass of teachers in England and her dependencies.

(2) But, at best, a lectureship in the Theory of Education alone would yield unsatisfactory results, unless means were also provided for enabling the students, under proper supervision, to reduce the theory to practice. It is found, in the existing Training Colleges, that a Practising School is as indispensable an adjunct to the teaching of method as a hospital is to a medical school. For this reason it is desirable that a Grammar School of the highest rank, and a Middle School of a more modern type, should be at hand and under the control of the University authorities. Arrangements might easily be devised whereby such schools should be made to serve both as models of organization and method, and also as places in which the students taught and conducted classes, under observation and criticism.

In default of such a provision, which it may probably prove very difficult to obtain and to organize in Cambridge, some of the schools which have already been placed under the supervision of the Cambridge Syndicate or of the Joint Board might with great propriety be utilized for this purpose. It would not be difficult to select from such schools a few which had been specially reported on by the University Examiners for the excellence of their methods, and for the sympathy with which their Head Masters regarded the proposed experiment. And it might be also required that candidates for the diploma of the University should give assistance for a fixed time in some one of such schools, should be certified by the Head Master to be efficient teachers, and should furnish further evidence of their power of instructing a class on the occasion of the visit of the Examiners to the school.

(3) But even though the University should find the difficulty of providing professional training insuperable, or the demand for such training insufficient to justify an immediate attempt to make such provision, I have no doubt that much good might be done at once by the institution of an examination specially adapted for teachers. I am inclined to propose that no person should be admitted to the examination who shall not first have graduated or passed the higher local examination for non-resident students above the age of eighteen,

and that the subjects of examination should be arranged in groups in some such way as this :—

I. Logic and Psychology
II. Ethics
III. Physiology
} Considered in their special relations to the science and work of education.

IV. Method in its several applications to the subjects taught in schools, viz. :—

(*a*) Language and Literature.
(*b*) Arithmetic and Mathematics.
(*c*) Applied and Experimental Science.
(*d*) History and Geography.

V. History of the most eminent Teachers, and of the Literature of Education.

VI. Discipline; the right choice and use of books and material; and school management, organization, and equipment generally.

VII. Foreign systems of Education.

Candidates might be required to satisfy the Examiners in five out of those seven departments, and should also furnish proof of practical competency as teacher in some school approved by the University.

(4) A diploma granted under these conditions would be much valued by teachers, would greatly facilitate the task of Head Masters and Governing Bodies in selecting assistants, and would go far to give to the calling of a schoolmaster fuller public recognition as one of the learned professions. It may be hoped that such a distinction would often be sought and duly estimated by those members of the University who proposed to become teachers, and who would naturally look forward to employment in schools of the highest grade. But I should be sorry to see the usefulness of the proposed measure restricted to those who had resided and graduated at the University. It is, after all, in schools not of the first grade, but in secondary schools for boys and girls, which, for the most part, do not prepare their scholars for a University career, and are not mainly officered by University men, that the need for professional training is most keenly felt. It would not, of course, be desirable to grant to outsiders any certificate on the ground of technical skill and knowledge of Pedagogik alone. The diploma, to be of value, should also connote the possession of a fairly good general education ; and hence the suggestion I have already made, to accept the higher local examination for this special purpose, instead of a degree. Any candidates who had graduated in arts at any other University should of course be admissible, *ipso facto*, to the special professional examination. I need scarcely add that, so far as that examination is concerned, the University should be prepared to receive and to certify women as well as men.

It will interest me much to learn the result of the Syndicate's deliberations on this important subject. I trust that it will seem expedient to that body to recommend University action in each of the four forms to which I have referred. But even if it should prove that, for the present, the actual training of teachers is too formidable a task, and that the examination and attestation of those who have acquired their professional skill in other ways is the only duty which the University can prudently undertake, I cannot doubt that such a measure would, at no distant time, lead to a fuller and more systematic provision for the technical education of the schoolmaster. Meanwhile the adoption of this single step would do much to enlarge the usefulness of the University, and to increase the just influence which it now exerts over the whole secondary education of the country.

I have the honour to be, Rev. Sir,
Your faithful servant,
J. G. Fitch.

The Rev. E. Atkinson, D.D.

METHODS OF TEACHING READING.

The School Board of London has issued the following valuable Report, on Methods of Teaching Reading, to the teachers of each of the schools under the Board. It has been prepared by the School Management Committee, who have been nearly a year engaged in making the necessary inquiries and collecting evidence, and was laid before the Board at its last meeting before the Easter vacation:—

As a preliminary step to making suggestions for the improvement of the methods of teaching reading, the sub-committee appointed for the purpose of instituting inquiries on the subject thought it expedient to ascertain from teachers who had distinguished themselves by their success in teaching reading what were the methods which they respectively employed.

We found that, though there are some three or four methods of teaching reading recognized as distinct in formal treatises on the subject, these so-called methods are mainly differentiated, not by the way in which reading is taught, but by the way in which the alphabet is taught, and that none of the teachers whom we examined used any of them exclusively.

It may nevertheless tend to clearness if the leading characteristics of these methods are briefly indicated.

The Alphabetic method begins with the letters of the alphabet, and then proceeds to combinations of the letters into syllables and words. Every word is first spelled and then pronounced, the children being left to learn the actual sounds represented by the letters by a process of unconscious induction. As the names of the letters do not, in the majority of cases, correspond with the sounds of the letters, and as many letters represent a variety of sounds, it is clear that the Alphabetic method is false in principle, and must be tedious in operation. It seems to be synthetical, but in reality is not, the aggregate of the names of the letters composing a word affording but a slight clue, except in the case of words that are spelled phonetically, to the pronunciation of the word. It is urged in favour of this method that by it children are taught to spell as well as to read; but experience seems to show that spelling, so far as it is not phonetic, is learnt by the repetition of the visual impressions made by words as wholes, rather than by remembering the separate letters of which the words are composed.

The Phonic method begins, not with the names of the letters, but with their actual powers, and then advances from the true sounds of the letters of which a word is composed to the pronunciation of the whole word. It is a genuinely synthetic method, but requires for its complete application an extended alphabet and a reformed spelling. With our present alphabet the same letter may represent many different sounds; and with our present spelling many letters are silent, and many sounds are represented in a variety of ways. There is no reason, however, why the Phonic method should not be advantageously applied to our written language as it stands. By the use of diacritical marks the existing alphabet may be virtually extended, and by other typographical expedients the silent letters may be easily indicated. This method was successfully employed by the late Mr. Robinson, a teacher at Wakefield, and was admirably exemplified before us by Mrs. Harper, who employs it in a large school under the Leeds School Board. It has the great merit of cultivating the habit of distinct articulation, and of imparting to the ear accuracy and delicacy in the discrimination of sounds.

The Look-and-say method is analytic, beginning with a word as a whole, and then proceeding to decompose it. The children first learn to identify and pronounce words at sight, and then, by analysis and comparison, master the powers of the letters composing them.

It is obvious that these methods may be used in combination, and on inquiry we found that they are so used. Teachers who use the Alphabetic method endeavour to directly teach the powers of the letters, as well as their names; those who use the Phonic method are compelled to teach large numbers of words by the Look-and-say method; and those who teach words as wholes decompose the words into their phonic elements in order to teach the powers of single letters, so as to enable children to read words they have not seen.

The method of teaching the alphabet that seems to be most successful is as follows:—

1. The forms of the letters are taught, *i.e.*, children are taught to identify them. This is done by requiring the children to observe how the letters are formed, to "match" the letters, to form them out of suitable pieces of wood or paper prepared for the purpose, and to reproduce them on the blackboard.

2. The names are associated with the forms for purposes of reference—not to be used in spelling words on the "alphabet" plan.

With regard to this stage we would suggest—

1. That for some time the children should be confined to one alphabet, either capital or small letters, print or script, the introduction of two or three only serving to multiply difficulties.

2. That the letters should be classified in the order of the simplicity of their outline.

3. That advantage should be taken of the laws of association to connect the forms of the letters with the common objects which they resemble, even a remote resemblance being often quite enough to satisfy the active imagination of children, and to powerfully assist the memory.

4. That, from the beginning, the children should be required to reproduce the letters in simple outline.

5. That teachers should take special pains to secure distinct articulation, purity of pronunciation, and a good *style* of reading from the outset. Much labour would be saved in the upper departments of a school if more pains were taken to prevent the formation of bad habits in these respects in the lower.

The usual method of teaching to read followed by our teachers is as follows:—

1. The teacher reads a paragraph by himself.
2. The children read it simultaneously.
3. They are then called upon to read it individually.

It is clear that, if the class be large (and many of our classes contain from sixty to seventy children), the children often get little or no practice in independent reading. We would strongly recommend, therefore, that in the first three standards the reading classes should not contain more than thirty children. In proportion as children get over the mechanical difficulties of reading, and become capable of reading with pleasure to themselves, the size of the class may be increased. But in the earlier stages abundant individual practice is indispensable to rapid progress. The children in these stages have to acquire the power of recognizing with the eye words familiar to the ear, and to pronounce words strange both to eye and ear. The former can only be acquired by the frequent repetition of impressions on the visual memory; the latter by constant practice in decomposing words into their syllables and elementary sounds, and then reconstructing the words from their elements.

In the upper stages of reading the most common defect is lack of intelligence. This is a defect which, of course, cannot be corrected by any special method of teaching reading. The intelligence of a school will depend on the character of its teaching as a whole. Whatever exercises the mental powers of the children, whatever enlarges their knowledge, whatever extends their vocabulary, will at the same time contribute to the improvement of their reading. While, however, we recommend a fair proportion of reading lessons which are intended to convey information, we are of opinion that it is highly undesirable in the lower standards to attempt to teach, through the reading lesson, subjects that severely tax the attention. The difficulties presented by reading itself are quite enough for the teacher to cope with, without going out of his way to encounter extraneous difficulties. The first object of teachers should be to get children to take an interest in reading, and this can only be done by making reading a source of pleasure to them. The attractions of the subject-matter should be heightened to the greatest possible extent; the mechanical difficulties which stand in the way of enjoyment should be reduced to a minimum. When reading has become, by constant practice, a comparatively speaking unconscious process, then the reading lesson may be used for other purposes.

One of the greatest difficulties which elementary teachers have to encounter in the higher stages of teaching reading arises from the limited vocabulary of the children. The language which children of the poorer classes speak and the language they read are two different tongues. The difficulty of learning to read is consequently doubled. The words which the children have to read are new to the ear as well as to the eye, and call up no ideas in their mind. It seems highly desirable, therefore, to extend the vocabulary of the children by every means in the teacher's power. In every lesson, no matter what the subject is, each new word should be carefully explained, written on the blackboard, and used in new combinations. Definitions are of less value than actual examples of the mode in which a word is employed This is, of course, the natural method by which we learn words. Columns of disconnected words with dictionary equivalents set over against them are of little use to children. The words must be set before them in their living organic relations with the other words of a sentence.

We would strongly recommend the systematic learning and reciting of poetry as a valuable means of cultivating the imagination, rendering the ear sensitive to rhythmic constructions, improving the delivery, and extending the vocabulary. The amount of poetry required to be learnt by the Code is utterly inadequate for the object we have in view. It is perhaps needless to remark that the poetry should be learnt from the book, and not by parrot-like vocal repetition. Reading is primarily a visual exercise, and no opportunity should be lost for familiarizing children with the look of the printed words.

Purity of pronunciation and distinctness of articulation should be carefully cultivated at all times in school; but they are so essential to good reading that we would recommend short exercises, preliminary to the reading lesson, for their special cultivation. Teachers should strive to eradicate the common London blunders of substituting *oi* for *i*, *aë* for *a*, *i* for *e*, adding *k* to final *ng*, the omission of the aspirate where it should be sounded, and the insertion of it where it has no proper place. Great pains should also be taken to prevent the blurring of the vowels in the unaccented syllables of words. The difficulties of our spelling are greatly increased by the mispronunciation even of those few words which are phonetically represented. If children are allowed to say *savidge* for *savage*, *noine* for *nine*, *winder* for *window*, *singin'* for *singing*, *caoud* for *code*, *elemunt* for *element*, and *pint* for *point*, it is not surprising that they misspell these words when they come to write them.

The time devoted to the teaching of reading varies very considerably in different schools. Bearing in mind the vast importance of getting over the mechanical difficulties of reading as soon as possible, so as to enable children to read with pleasure to themselves, and to employ this acquired power as an instrument for the acquisition of knowledge, and the cultivation of their higher faculties, we would strongly urge that more time should, as a rule, be devoted to reading in the infants' schools and in the lower standards.

We are also of opinion that the reading in schools would be vastly improved if more time was spent by the pupil-teachers in acquiring the art of reading aloud. It is not surprising that the style of reading adopted by the children is vicious when the example set them by their teachers is not good. Whatever pains the head-teachers take to improve the reading of the pupil-teachers will bear abundant fruit in the improved reading of the children.

Thus far we have confined ourselves to improvements in the methods which are already at work. We do not think it desirable to introduce any uniform method to supplant them, or to hamper our teachers in any way in teaching subjects for which they are personally responsible. Whatever names may be invented for designating methods of teaching reading, it is clear that ultimately these methods must rest on the same fundamental laws of the human mind. Their only real difference will be the extent to which they utilize these laws or violate them. Of far more importance than the method is the intelligence of the teacher who employs it.

There is one way, however, in which it is conceivable that learning to read might be greatly facilitated, viz. by diminishing the number of difficulties that have to be overcome.

We have already pointed out that in the Phonic method, as taught by the late Mr. Robinson, the difficulties which spring out of our defective alphabet are to a great extent avoided in the earlier stages of teaching reading by the employment of typographical expedients. It also tends to remove vulgarisms and provincialisms by exhibiting to the eye the correct pronunciation of each word. This method is so reasonable, and has proved so successful, that we think it ought to be tried as an experiment in some of the schools of the Board. It would not require any alteration in our accepted spelling, and the diacritical marks which it employs could be dispensed with when the children had got over the chief mechanical difficulties of reading.

We are also of opinion that the method of teaching reading on the phonetic system should be tried in one of our schools. By this method the difficulties to be overcome are still further diminished.

The words are spelled as they are pronounced; no letters have more than one sound; every sound has a separate letter; digraphs and trigraphs are dispensed with; and all silent letters are struck out. This method has been tried with considerable success by Dr. John W. Martin in Ireland. It is stated that when children can read books in which the phonetic spelling is employed they readily learn to read books in the ordinary spelling, and that they pick up the ordinary spelling with equal readiness. We can well believe that the ripened intelligence of children who had learnt to read words phonetically spelled would very rapidly enable them to read words in the ordinary spelling; but we are not so entirely satisfied that they would quickly forget the spelling to which they had been accustomed, and acquire a capricious spelling that was perfectly new to them. This is a point, however, which can only be determined by experience; and we strongly urge, therefore, that the experiment should be fairly tried in one or more of the Board's schools.

It will be observed that we express no opinion on the expediency of rendering our spelling uniformly phonetic, that being a question with which we have not to deal. We simply recommend that the experiment should be tried of teaching children to read words spelled in the ordinary way by first teaching them to read words spelled phonetically.

A third endeavour in the same direction has been made in America by Dr. E. Leigh, whose reading-books retain the ordinary spelling, but are so printed as to indicate the pronunciation of the words. He has extended the alphabet by slight modifications of the forms of the present alphabetic characters, and prints the silent letters in hair-type. The chief recommendation of these books is that the spelling of the words is not altered, and the new letters so closely resemble the old that a person who is entirely strange to the type finds no difficulty in reading it. In spite of some inconsistencies in the employment of the modified characters which Dr. Leigh has devised, we would recommend the adoption of his books in one or more of our infants' schools as an experiment.

Mr. A. Sonnenschien, in conjunction with Professor Meiklejohn, has devised a method of teaching reading which we think well worthy of trial in one or more of our schools. It may be called a syllabic method, as distinguished from literal or verbal methods. One obvious merit in it is the gradual way in which the difficulties of reading are introduced.

As the success of these experiments will largely depend on the enthusiasm and energy of the teachers who try them, we would suggest that the conduct of them should be assigned to teachers who of their own free will are willing to undertake them.

We cannot conclude this report without expressing our thanks for the very valuable assistance we received in our inquiries from the teachers of the Board whom we consulted, from A. Sonnenschien, Esq., J. Mackenzie, Esq. (Her Majesty's inspector's assistant for the Finsbury division), Dr. John W. Martin, Mrs. Harper (head mistress of the Woodhouse Board School, Leeds), and G. Christian Mast, Esq. We have also to express our obligations to Dr. Edwin Leigh, of America, for various books and papers, conveyed to us through Sir Charles Reed, on his system of "Pronouncing Orthography."

SCIENCE-TEACHING IN SCHOOLS.

(*Continued from page* 158.)

Again, this imitation of the popular lecturer has caused the introduction of unnecessarily expensive apparatus, and the cost has disheartened many who were at first willing to respond to the demand for Science-teaching. I have heard of a newly-appointed Science-master who, on receiving a vote of £100 for apparatus, immediately spent £60 on an electric lamp, with battery of 50 Grove's cells. Another's first order was for 28 lbs. of mercury and 4 lbs. of phosphorus. Appliances will naturally grow, without much expense, in the presence of the good teacher. The want of apparatus is not the greatest need. We want the teachers. Let Science be honoured, where it is possible, by the most exact means for teaching as well as research, for she is worthy of all honour; but it is not characteristic of the good teacher to waste his strength in groaning over his want of appliances. If he has a knowledge of his pupils, and of the art of teaching, as well as of his subjects, he will soon utilize the means which are always at hand.

Not only in the teachers, but in their pupils, has Science been placed at a great disadvantage.

It was frequently said, by those who pressed the claims of Modern subjects, that if Physical Science were introduced into our schools "we should have fewer complaints of the number of dunces sent into the world after the completion of their ordinary studies." Though in a sense true,—true as meaning that some who might have been considered dunces if they had never formed an acquaintance with Science, by its means prove that they are not dunces,—yet, as it seems to have been accepted, the notion has done undoubted harm. In many schools it seems to have been taken to mean—let Science have the dunces. The best gifts are to be reserved for other shrines,—here we may sacrifice the lame and the blind of the flock, and whatever would not be elsewhere acceptable.

What are we to expect from such a condition of things? Do men gather grapes of thorns? A distinguished schoolmaster (whom I now see present) remarked to me, about a fortnight ago, that the boys who came to him from the Modern side of a Public School were always intellectually very inferior to those who came from the Classical side. Is it to be wondered at? Only in an age of miracles could it be otherwise. The head-masters of these schools are appointed because of their high classical scholarship, and it would show an ignorance of human nature to suppose that they will strive to place their Science departments under commanding, intelligent, and scholarly leadership. The traditions of the schools are all associated with Classical learning; the best minds are induced to follow these studies exclusively; the Modern side is regarded as a refuge for the dunces. The present practices of the schools and its traditions combine to cause Science-teaching to be neglected and despised by the most intelligent and industrious of its pupils. Where shall we find the remedy? We shall never find the remedy until we find the teachers. Give Science the best teachers and the best scholars. It demands the widest capacity, the highest intelligence. Its problems are as difficult as any the human mind has been able to solve,—indeed, it presents to us many that have not yet been solved; and it is fair to conclude that, when administered by able men who are bent on making the most of it, it will afford mental discipline as severe as can be administered. Let us make no mistake on this point. No branch of study makes greater demands on the mental powers, the perseverance, the industry of teachers and pupils. Whatever you do with your imbeciles, be assured that you cannot make Science-teachers of them.

But how are we to get these teachers, if nothing short of a miracle can bring them from our public schools? We have two sources of hope. In the first place, as we have Classical schools with Modern departments, whose venerable traditions are sure to secure their highest talents for classical studies and classical tuition, so let us establish Modern schools with Classical departments, the leading masters of which shall be scientific scholars of wide culture and experience in teaching. There are such men, but they have not been tempted into our schools. If I were asked to name the prince of Science-teachers, I should have no hesitation in pointing to a man whom most of us have heard. He has all the characteristics of a great teacher. He reads the minds and estimates the powers of his hearers; so that, while he always demands some effort on their part to follow him, the effort is always possible to them, for he is never beyond their depths. Whatever the age or class of his pupils, he always brings them *en rapport* with himself, and excites in them enthusiasm for his subject. The feeble efforts of children, and the matured aspirations of scholars and savants, are alike rewarded; each is encouraged to trust in his own powers to discover truth: and we older students who have had at times to listen to hours of tangled eloquence, which none could comprehend, may be induced to reflect how much of the clearness of the argument is due to the teacher, and think of the man; but children come from his teaching thinking not of the teacher, but his subject—feeling they have understood his exposition, that they have really thought out something for themselves, and so strengthened in a natural and healthy self-confidence.

There is no danger, under his teaching, either of confounding, on the one hand, Science and Magic—the teacher and the magician; or, on the other hand, Science with a dry-goods store, and the teacher with the retailer of small wares. Now I say, give us good Modern schools with Classical departments, and with Huxleys as head-masters; then shall we learn the value of Science as an instrument of culture—then shall we find the ablest and most intelligent pupils becoming teachers of Science.

The Charity Commissioners are resuscitating old foundations and building new schools; they are bringing the constitutions of other schools into harmony with the present time. Why do they not give us some Modern schools with Classical departments,—some great Public Schools presided over by Scientific scholars? They make, in their schools, the most revolutionary changes in all other respects; why not so far depart from the type of the schools that are hampered by the trammels of tradition as to found schools where the head of the Science department may be the head of the whole school?

The answer given is that the founders have mentioned Latin and Greek as the principal studies, and so they must remain because it was the pious founder's wish. But the pious founder said that the children were to be clothed alike in flannel gowns; and many people think it a pleasant sight to see a troop of children uniformly clad, marching with meek and humble mien, bearing themselves lowly and reverently to all their betters. The sight brings to our recollection the charitable dispositions of our countrymen and countrywomen, and enables us to identify ourselves with a munificent and charitable race. Yet you are abolishing these pleasant relics of the past.

Again, the pious founder said they should have porridge for breakfast, and rye-bread for supper; and you give them tea and coffee and things he never heard of. What is the reply? If the pious founder were here to taste these lately imported beverages, he would change the prescribed diet. Flannel is warm, porridge is wholesome, rye-bread is good; we will have them in their places; but we shall best show respect for the pious founder if we give him credit for intelligence, and assume that, if he were here now, he would have us take advantage of the world's progress in these latter days. Oh, the dishonesty of human prejudice! The ghost of the pious founder is like the ghosts in modern spiritualism: he appears only "when the influences are suitable." Considering the magnitude of the changes which have been made, there can be no real impediment in the course we suggest. Give us a few schools in which Science shall have the highest place.

But our other hope rests on those teachers who do not labour in chains. Many such are members of this College, and I have taken so much pains to demonstrate that the constitutions of our Public Schools should not be taken as models in respect to this subject, that I may the more forcibly urge you to bring all your knowledge of the art of teaching to bear on this subject, and to work out for yourselves the problem of the true functions of Science as an instrument of education. It can only be worked out by practical teachers who know the subject. The hope is not without support, while in University and University Local Examinations the percentage of candidates who satisfactorily take up Science is very small, and is not increasing in any formidable rate; in the examinations of the College, both in the candidates who take up the subject and in the quality of the work done, progress is most rapid and satisfactory.

Thirdly—what are we to aim at in our endeavour to use Science in schools? The objects to be aimed at are as follows:—

(1) To teach the children to observe objects and operations.
(2) To describe accurately what is seen and done.
(3) To reason on simple phenomena.

Now, there should be three courses, or three periods, in which these three objects in succession have the chief consideration. In the first course of Science lessons, given to the youngest children, we should tell little or nothing,—tell only the names of things used, and as few of those as possible. The object being to excite a love of observation and a longing for scientific knowledge, the lessons will principally consist in exhibiting differences, and getting them seen and pointed out.—(*To be continued.*)

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED INTO THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH JUNE TO 15TH JULY 1878.

A fresh supply of the following Books has been received from England:—

ENGLISH.	Rs.	a.	p.
Meadows Taylor's History of India	3	12	0
Angus's Hand Book of the English Tongue	2	8	0
Huxley's Elementary Physiology	2	4	0
Adams's English Language	2	4	0
Scott's Talisman	0	4	0
Austen's Northanger Abbey and Persuasion	0	12	0

New Editions published.

GUJARATI.

Hope's Outlines of Geography, Part I., revised, corrected and enlarged by Rao Saheb Mahipatram Rupram. 2nd edition	0	2	0
Do. Departmental Third Book, 9th stereotyped edition	0	5	0

HINDUSTANI.

Sayad Abdul Fatah's Hindustani 1st Book, 6th edition	0	3	0

Books purchased from the Fund for the Encouragement of Literature.

GUJARATI.

Mahipatram's Biographical Sketch of Karsandas Mulji	0	8	0

DEPARTMENTAL NOTICES.

Gilchrist Scholarships.

No. 831.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 8th July 1878.

Despatch from Her Majesty's Secretary of State for India, No. 6, dated 30th May 1878—Forwarding, for information, with reference to this Department despatch No. 142 of 1878, and for communication to Mr. Conrad Pereira, copy of a letter from the Secretary to the Gilchrist Educational Trust, showing the results of the late Examination for Gilchrist Scholarships. Stating that the Latin subject fixed for the Examination in 1879 was communicated in the India Office despatch of 17th May 1877, No. 1.

RESOLUTION.—Copy to the Sub-Examiner, Gilchrist Examination (the Principal, Elphinstone College), who will make the necessary intimation to Mr. Conrad Pereira.

2. The Latin subject for 1879 was notified on 18th June 1877.

3. Copy of the despatch and enclosure to the Director of Public Instruction.

(Signed) C. GONNE,
Secretary to Government.

To the SUB-EXAMINER, GILCHRIST EXAMINATION (the Principal, Elphinstone College), the DIRECTOR OF PUBLIC INSTRUCTION. With copy to each of the papers.

India Office, London, 30th May 1878.

Educational. No. 6.

To HIS EXCELLENCY the HONOURABLE the GOVERNOR IN COUNCIL, Bombay.

SIR,—With reference to the letter from the Acting Secretary to your Excellency's Government dated the 31st of January last, No. 142, I forward, for the information of your Council and for the necessary communication to Mr. Conrad Pereira, copy of a letter, dated 6th May 1878, from the Secretary to the Gilchrist Scholarships.

2. The Latin subject fixed for the next Examination (1879) was communicated to your Excellency in Council in my predecessor's despatch dated the 17th of May 1877, No. 1.

I have, &c.,
(Signed) CRANBROOK.

Gilchrist Educational Trust.

University of London, 6th May 1878.

To Sir LOUIS MALLET.

SIR,—Referring to your letter of March 8th, I have the honour of forwarding to you the results of the Examinations carried on at Calcutta and Bombay for the Gilchrist Scholarships in January last.

The first place was gained by Conrad Pereira of Bombay; the second by P. B. Mookerji of Dacca, examined at Calcutta.

Besides these, the three following proved themselves entitled to honourable mention :—

Davendra Nath Mitra Joseph Adie Amertalal Ray	Calcutta.

I have further to inform you that the Latin subject for the Examination to be held in January 1879 will be the 2nd Book of Livy.

I have to request that you will be good enough to cause the foregoing particulars to be transmitted by the next mail to India, and remain

Yours, &c.,
(Signed) WILLIAM B. CARPENTER.

(True copy)
(Signed) S. MACDONALD,
Superintendent.

(True copies)
T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Gratuities of a certain kind.

NOTIFICATION.

The subjoined Government Resolution, No. 2300, dated 29th June 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
13th July 1878.

Gratuities. No. 2300.

FINANCIAL DEPARTMENT.

Bombay Castle, *29th June* 1878.

Memorandum from the Government of India, dated 21st June 1878—Forwarding, for information and guidance, the following copy of their letter No. 1015, dated 21st idem, to the Government of Bengal :—

"I am directed to acknowledge the receipt, in the Home Department, of your letter No. 1638 (Finance), dated 1st May 1878, inquiring whether the confidential medical report prescribed in Rule

5 under Section 95 of the Civil Pension Code is required in every case of application for gratuity, or merely in cases where an applicant for gratuity has not the normal prospects of life.

"2. In reply, I am to state that it is not intended by the rule that any accurate valuation should be made of a man's life before a gratuity can be awarded to him on retirement. The Local Government may interpret the rule as it deems reasonable, provided that sufficient precautions are taken to prevent the grave abuses against which it was directed."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices under the Civil Departments, for information and guidance.

E. W. RAVENSCROFT,
Chief Secretary to Government.

Commutation of Absence without Leave into Leave without Allowances.

NOTIFICATION.

The subjoined Government Resolution, No. 2344, dated 4th July, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
13th July 1878.

Leave and Allowances.

No. 2344.

FINANCIAL DEPARTMENT.

Bombay Castle, 4th July 1878.

Resolution of the Government of India in the Financial Department No. 1057, dated 22nd June 1878:—

"Read again—

"Section 35 of the Civil Leave Code, and Section 15 of Supplement F to that Code, in which it is ruled that any leave may be retrospectively changed for any other kind of leave which might at first have been granted.

"RESOLUTION.—Following the rule referred to above, the Governor General in Council is pleased to authorize Local Governments to commute retrospectively periods of absence without leave into leave without allowances, for the purposes of the Civil Leave Code, Supplement F to that Code, and the Civil Pension Code."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices under the Civil Departments, for information.

E. W. RAVENSCROFT,
Chief Secretary to Government.

Voluntary Examination for Teacherships.

Poona, Office of the Educational Inspector, C. D.,
19th July 1878.

MEMORANDUM.

The Educational Inspector, C. D., gives notice that an Examination of Matriculated Candidates for Teacherships in Government High and Anglo-Vernacular Schools will be held at Poona on the 19th day of August 1878.

2. The Examination is voluntary, and is open to all persons who have matriculated.

3. Candidates who present themselves at this Examination and obtain certificates will be selected for appointments in preference to unmatriculated persons.

4. Persons already holding appointments as Teachers in High or Anglo-Vernacular Schools are not compelled to appear at this Examination, but by appearing and obtaining a certificate they will establish a claim to promotion over uncertificated teachers.

5. The subjects of examination will be—

(*a*) Written translation from English into Marathi, and Marathi into English. Also, if the candidate desire it, written translation from English into Latin or Sanskrit, and from Latin or Sanskrit into English.

(*b*) *Vivâ voce* translation from and into the same.

(*c*) *Vivâ voce* examination in Elementary History and Geography and Elementary Astronomy (Matriculation Standard).

(*d*) A paper in Arithmetic and the first two Books of Euclid.

(*e*) A paper and *vivâ voce* examination in "Fowler's Discipline and Instruction," which is the text-book on the Art of Teaching appointed for this examination.

6. The Examination will be held by a Committee consisting of the Educational Inspector, Central Division, as President; the Head Master, Poona High School; and the Professor of Sanskrit, Deccan College.

7. Certificates will be given only to those candidates who get at least 30 per cent. of the marks on each subject, and 50 per cent. of the total number of marks for all subjects. The certificate will indicate the relative merit of the candidate by a number showing his place in the list of successful candidates. A Register kept in the offices of the Director of Public Instruction and Educational Inspector will show the marks obtained by each candidate in each subject, and will be used as a guide in making appointments.

8. Candidates who intend to offer themselves for examination are requested to send their names to the Educational Inspector, C. D., on or before 10th August 1878, and to state whether they desire to be examined in Sanskrit or Latin.

T. B. KIRKHAM,
Acting Educational Inspector, C. D.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM 16TH JUNE TO 15TH JULY 1878.

17th June 1878.—Twelve days' leave of absence, without pay, is granted to Mr. G. B. Panalkar, Assistant Master, Rajaram High School, at Kolhapur.

17th June 1878.—Mr. Damodhar Shankar Limayé is appointed substantive *pro tem.* Assistant Master in the Rajaram High School, for Mr. Panalkar.

17th June 1878.—Mr. Laxuman C. Bapat is appointed Acting Third Assistant Master, Nasik High School, during the absence of Mr. Bhatvadekar on leave on private affairs

17th June 1878.—Mr. Dwarkanath Raghoba Tarkhadkar, Second Assistant Master (Marathi side), Elphinstone High School, is appointed Acting First Assistant Master in the same school, *vice* Mr. Keshkar, transferred to Ahmednagar.

17th June 1878.—Mr. Ganesham N. Pandit, B.A., is appointed Acting Second Assistant Master (Marathi side), Elphinstone High School, *vice* Mr. Tarkhadkar, promoted.

17th June 1878.—Mr. Venkatesh B. Bhandiwad is appointed First Assistant (Canarese side), Belgaum High School, on probation for six months.

18th June 1878.—One year's leave, without pay, is granted to Mr. K. M. Pandya, Fifth Assistant Master, Rajkot High School.

19th June 1878.—Mr. Krishnarao T. Marathé is permitted to resign his appointment as substantive *pro tem.* Seventh Assistant Master, Nasik High School.

19th June 1878.—Mr. S. A. Chatré, Fourth Assistant Master (Marathi side), Belgaum High School, is appointed substantive *pro tem.* Third Assistant in the same school, *vice* Mr. Bhandiwad, promoted.

19th June 1878.—Mr. R. K. Pandé, Second Assistant Master (Canarese side), Belgaum High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same school, *vice* Mr. Chatré.

19th June 1878.—Mr. V. K. Mahajan is appointed substantive *pro tem.* Second Assistant Master (Canarese side), Belgaum High School, *vice* Mr. Pandé.

21st June 1878.—Messrs. Ganesh Shankar Dravid and V. D. Bhagvat are confirmed in their respective posts as Sixth and Seventh Assistant Masters in the Rajaram High School, at Kolhapur.

22nd June 1878.—Mr. Baji Narayan Nabar, B.A., is appointed Thirteenth Assistant Master, Poona High School, *vice* Mr. Kirtané, transferred to Kalian.

22nd June 1878.—Six months' sick leave is granted to Mr. Dattatraya Bhagwat Deshpandé, Third Assistant Master, Dhulia High School.

24th June 1878.—One year's leave, without pay, is granted to Mr.

Balaji Shridhar Sahasrabudhé, Sixth Assistant Master, Satara High School.

24th June 1878.—Mr. Moro Vaman Kirtané, B.A., is appointed First Assistant Master, Kalian English School, *vice* Mr. Relé, resigned.

27th June 1878.—Mr. Sadashew Rangnath Vanavlé is appointed Acting Assistant Reporter on the Native Press during the time Mr. Patkar acts as Reporter.

27th June 1878.—Mr. Vinayek Balwant Chankar, F.E.A., is appointed substantive *pro tem.* Sixth Assistant Master, Satara High School, *vice* Mr. Sahasrabudhé, on leave.

3rd July 1878.—The one and a half months' privilege leave granted to Mr. Bapu Sonsawant, Assistant Deputy Educational Inspector, Ratnagiri Sub-Division, is cancelled.

3rd July 1878.—Mr. Kashinath Damodhar is appointed substantive *pro tem.* Head Master, Engineering School, Hydrabad.

3rd July 1878.—Mr. Shripad Sitaram Pathak is appointed Acting Third Assistant Master, Dhulia High School, *vice* Mr. Deshpandé, on leave.

4th July 1878.—Fifteen days' privilege leave is granted to Mr. A. V. Sohoni, Head Master, First Grade Anglo-Vernacular School, Pandharpur.

8th July 1878.—Fifteen days' sick leave is granted to Mr. Balkrishna Vishnu Bhidé, Fourth Assistant Master, Satara High School.

8th July 1878.—Mr. Laxuman Dadaji Pathak is appointed Acting Fourth Assistant Master, Satara High School, *vice* Mr. Bhidé, on leave.

9th July 1878.—Two months' privilege leave is granted to Mr. G. A. Trivedi, Assistant Deputy Educational Inspector, Halar Prant.

10th July 1878.—A month's leave, without pay, is granted to Mr. V. D. Bhagvat, Assistant Master, Rajaram High School, Kolhapur.

10th July 1878.—Mr. Damodhar Shankar Limayé is appointed substantive *pro tem.* an Assistant Master, Rajaram High School, Kolhapur, *vice* Mr. Bhagvat.

11th July 1878.—Mr. Ranchodlal Lalubhai Khambhata is appointed substantive *pro tem.* Fifth Assistant Master, Ahmedabad High School.

12th July 1878.—Six months' leave on private affairs is granted to Mr. Vishnu A. Dabké, Fifth Assistant Master, Satara High School.

12th July 1878.—Mr. Chunilal Icharam Meheta is appointed Fourth Assistant Master, Junagadh High School.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 18*th July* 1878.

THE

Bombay Educational Record.

No. 10.] OCTOBER 1, 1878. [Vol. XIV.

THE MONTH.

THE following are the conditions of the National Indian Association "Mary Carpenter Scholarships," which we mentioned a month or two back:—"Two Scholarships of Rs. 5 each per mensem, to be awarded to the two girls who pass the best examination under the Sixth Standard for Gujarati girls' schools, on the condition that the successful candidates while holding the Scholarships serve as pupil teachers in a school open to Government inspection, and give satisfaction to the managers and the Government Inspector. One Scholarship of Rs. 4 per mensem, to the girl who passes the best examination under the Fifth Standard for Gujarati girls' schools, on condition that she continues to attend a school open to Government inspection, and makes satisfactory progress under the Sixth Standard. One Scholarship of Rs. 3, to the girl who passes the best examination under the Fourth Standard under similar conditions. The Scholarships will be tenable for one year from the 1st of January 1879. They will be open to all pupils of Gujarati schools, either Government or open to Government inspection, who have attended the school for at least the six months previous to the examination, and whose conduct and regularity of attendance are well reported on by the school master or mistress."

JOHN MURRAY is said to have in the press a life of the late Rev. Dr. Wilson by Dr. George Smith, C.I.E. It is announced for publication in November.

THE Brussels correspondent of the *Pall Mall Gazette* writes:—The annual congress of the teachers of the Belgian primary schools, which is held this year at Bruges, voted that the programme of primary instruction ought to be composed of—1, the elements of natural science; 2, the elements of mathematics, intuitive geometry included; 3, the native language; 4, drawing; 5, writing, but not caligraphy; 6, gymnastics; 7, singing; 8, geography; 9, the national history. The tendency of the congress is to simplify the educational programme as much as possible, in order to make the teaching more thorough.

PROFESSOR MAX MÜLLER has given 300*l*. to provide an exhibition at Oxford High School for Girls.

THE reports of the school inspectors, a selection from which is annually printed by the Education Department, says the *Saturday Review*, are among the most useful of Parliamentary papers. There are two classes of persons who may be supposed to take an interest in them. Those who are really anxious to see elementary education become better in quality, and more general in diffusion, have an opportunity of learning what a body of intelligent men, entirely occupied in testing the progress made in these respects, think of the results obtained. Those who care little about education considered in itself, may yet like to know whether, as taxpayers and ratepayers, they are getting value for their money. It is astonishing how little importance seems to be attached to this last consideration. Occasionally there is an ineffectual protest against the amount of a school rate; but, as regards the steady increase of the Parliamentary grant, it is usually taken as a subject for unmixed satisfaction.

IN the last number of Petermann's *Geographische Mittheilungen* the number of inhabitants of the globe is estimated at 1,439,145,300, of which 312,398,480 are set down to Europe, 831,000,000 to Asia, 205,219,500 to Africa, 4,411,300 to Australia, and 86,116,000 to America.

MENTAL LOGARITHMS.

Some years ago, about 1863, Mr. Oliver Byrne, formerly Professor of Mathematics in the College of Civil Engineers at Putney, discovered an entirely new and ingenious method of arithmetical calculation of great practical importance to engineers and others, and which was claimed to enable any one acquainted with the ordinary rules of common arithmetic to extract the roots of cubics, equations of the fifth degree, and higher equations; to determine angular magnitude and trigonometrical lines, to solve plane triangles without the use of tables, and, generally, to deal with those innumerable problems which had previously been considered to require great mathematical skill, and an intimate acquaintance with the higher branches of the science. But, owing to the discoverer having adopted a peculiar and unfamiliar system of notation in explaining the art, many have regarded the whole subject as unintelligible, if not useless. A complete remedy for this has now, it appears, been found by Mr. Edward David Hearn, M.A., of Columbia College, New York, whose name is already known to mathematicians as the author of an extension of Horner's method for the synthetic division of algebraic quantities with detached coefficients, and of an elucidation of Suffield's method of arithmetical synthetic division. Mr. Hearn contributes to the October number of the *Scientific Review* an interesting paper on "Mental Logarithms," in which he demonstrates that all the developments of which Mr. Byrne's art is capable are not only practicable without any departure from the ordinary Arabic notation, with which every schoolboy is familiar, but that the common notation really increases the speed at which the calculations on the new system can be performed.

BOOK-MAKING IN GERMANY.

The fertility of the German mind and hand in producing printed matter has long been wondered at. Less known, though perhaps even more astonishing, is the apparent contradiction of a nation running up so many books and yet buying so few. A summary of facts will supply the explanation. According to the Leipsic Catalogue 14,000 independent works, containing over 20,000 volumes, were published in Germany in 1877. Leaving anonymous publications out of account,—a species of literature abounding in Germany,—these books were written by 10,000 authors. A classification according to subjects gives the following results :—Encyclopædias, bibliography, and science of literature, 372; theology, 1,253; law, politics, and statistics, 1,329; medicine, 755; natural science, chemistry, and pharmacy, 740; philosophy, 163; school books and pedagogy, 1,629; books for the young, 485; classics, Oriental languages, and antiquities, 520; modern languages, 445; history, 739; geography, 311; mathematics and astronomy, 166; military works, 347; commerce and industry, 525; architecture, engineering, mining, and navigation, 378; shooting, hunting, fishing, and the management of forests, 103; agriculture and horticulture, 392; *belles lettres*, 1,126; popular works, 540; masonic books, 17; miscellaneous, 507; maps, 336; total, 13,925. Deducting from this table school books and linguistics,—the latter serving in many cases as school books for riper years,—there remain 12,000 books on various subjects, the practice of the German publishing trade fixing the average edition at 2,000 copies. It need hardly be said that when the average publication does not exceed 2,000 copies, and when 1,000 out of every 2,000 eventually find their way back to the paper mill, books cannot be cheap nor authors prosperous. Unlikely as it may appear, the striking disproportion between the multiplicity of authors and scarcity of purchasers, is the consequence of one and the same peculiarity of the German mind. The German has a tendency to be thorough or to let well alone. Hence an inclination to dive deep to write and publish; hence a corresponding disinclination to read except upon subjects which the student can hope to fathom. There is nothing to equal the bibliomania of a German scientific man on his particular theme; yet the English artizan is undeniably more given to take up a book than his German colleague. Nor can in this respect the German tradesman and merchant compare with the Englishman in the same line.—*Times*.

HINTS IN TEACHING.

The following hints are by an old teacher, and may be of service to some young ones.

(I.)—1. *Never attempt to conduct a lesson without special preparation.* —Always decide, before beginning, what to do, how to do it, and what to do next. Aim at something. The bow drawn at a venture seldom does much execution. Don't allow yourself to be diverted from your aim by chance remarks or incidents. Even a faulty plan, if adhered to, is better than none at all. When the lesson is finished, if your children cannot state clearly what they have learned, consider the exercise a failure.

2. *As a rule, stand when conducting a lesson.*—You are more likely to be alive yourself, and to infuse spirit and animation into your pupils. If they see you "taking it easy," they will be apt to do the same. Children are great imitators; enthusiasm, like yawning, is wonderfully contagious. Of the two, a noisy lesson is decidedly preferable to a sleepy one; and remember that the hum of business is not necessarily disorder.

3. *Never break in upon a lesson to attend to matters of discipline.*— I refer not simply to formal punishments, but to the numberless little interruptions that some teachers subject themselves to— "Govind, sit round in your seat;" "Vishnoo, put that pencil away, and attend to your geography," etc. If the mischief is not very serious, take no, or little, notice of it till you have finished your exercise. You will thus be able to make your teaching more interesting, and so cure the disease, maybe, without a local application.

4. *Never raise your voice above the common conversational tone.*— If you do, you will be likely to get angry, and then make a fool of yourself in public. The wise teacher who sees an evil, will do one of two things: if the evil can be cured, he sets himself quietly and persistently at work to do it; if it cannot be cured, but must be endured, he makes the best of it, and devotes his time and strength

to more promising subjects. In no case does he fume and fret and scold about it.

5. *Never whip, or resort to any severe punishment, till the day after the offence was committed.*—By so doing you will generally avoid punishing at all. You may find you were mistaken in the pupil, the act, or the intent. You will be able to reflect and act calmly and justly. Put yourself in the pupil's place. Remember children are not vipers or devils, and most of their troublesome pranks are the outcome, not of malicious premeditation, but of fun,—comparatively innocent,—combined with a thoughtlessness not unreasonable when their youth and inexperience are considered. Reformation can generally be brought about in a better way than by scolding and flogging.

6. *Teach your pupils habits of personal neatness.*—See to it, in a kindly way, that no child will be willing to enter the school-room in the morning without first having washed his face and hands, arranged his clothing and shoes, and cleaned his teeth and finger-nails. Do it very kindly and discreetly, by speaking in a general way to the whole school, and, as occasion requires, to the pupil privately. However, I may as well say that the only effectual way to do this is by example, and no teacher whose own finger-nails are habitually dirty need hope for much success in this department.

AN AUSTRIAN "REAL SCHOOL."

Dr. Adolph Oppler, Lecturer in the University of Graz, Austria, and Professor in the State Upper Real School, also formerly a well-known teacher in London, sends the following interesting and instructive letter to the *Educational* Times. Head Masters of High Schools in Bombay may usefully compare their own schools with the one here described.

SIR,—Although I left London last midsummer for the purpose of entering upon my Government position here, my interest in the affairs of the College of Preceptors, and in English educational movements generally, continues unabated. I regularly read your valuable journal, and am thus kept *au fait* with what is going on in the College, and the educational profession in general. I feel no common delight in being able to say that during my twenty-five years' experience as an educator in England I had the happiness of making many valuable acquaintances and friends among teachers of all classes there. Permit me to express to them thus publicly my undiminished sense of regard and esteem. Gratitude will ever live in my heart towards your great country, in which I scarcely at any time considered myself to be a stranger, and where on innumerable occasions I was treated as a professional brother. What wonder, then, that I should gladly embrace the opportunity of making your journal the medium of keeping up my connection with England and English teachers, especially as the indefatigable Secretary of the College of Preceptors had the kindness to ask me.

before my departure from London, to send to you from time to time any communication I might consider of interest to your readers.

At the State Upper Real School here, where I am engaged as Professor, I already feel quite at home. I will endeavour to point out some features of its organization and discipline, which, inasmuch as that school may be considered to be a type of all the Upper Real Schools in the large empire of Austria, I presume will afford some useful information. All Upper Real Schools are established for the purpose of preparing young men for the so-called Polytechnic Schools, from which the professions of civil engineering, mining, architecture, &c., are annually recruited. The subjects of instruction particularly regarded in those schools are—modern languages, mathematics, natural sciences, and drawing in all its branches. There are seven separate classes, all, however, forming one united whole. For the entrance into the lowest or first class every boy is qualified who has passed a prescribed examination in the usual elementary branches of instruction, and who is at least about nine years of age. Every pupil must attend one year's course of study in each class. Those who are not found fit to rise into the next higher class at the end of the year, must repeat the same course. No pupil of the highest or seventh class is admitted to the Polytechnic School unless he has satisfactorily passed the so-called Maturity Examination (Maturitäts-prüfung). Thus the Upper Real Schools are in a juxtaposition to the Gymnasiums, which in an analogous way prepare for the Universities, and more particularly lay stress on classics. A State Upper Real School is under the entire control of the Ministry of Cultus and Instruction in Vienna, through the medium of the Landesschulrath (Provincial Educational Council). This latter has its seat in the capital of each province, and actually inspects every such school through their two Landes Schul-inspectoren (Provincial School Inspectors). These inspectors are only appointed by the Government to their important posts after many years' successful service as directors of middle schools; and one of them must be an acknowledged scholar and expert in classics and modern languages, the other in mathematics and natural sciences. I myself have already been inspected by one of them during five hours in five different classes, and I know that he had to report about me as a teacher and disciplinarian both to the Landesschulrath here and the Minister of Instruction in Vienna. They praise and blame with authority, and offer to individual professors most valuable counsel. The Imperial Government, as well as the respective corporations, contribute most liberal monetary grants towards the maintenance of State Middle Schools. We, for instance, possess an excellent teachers' library, a pupils' library, drawing saloons, a natural history cabinet, a geographical mathematical cabinet, a physical cabinet, a splendid chemical laboratory, a gymnastic hall, and very convenient and well fitted up lecture and class rooms. The school routine for the whole year is always most carefully and judiciously framed by the directors, and submitted to the Landesschulrath for their sanction. In no class must the pupils exceed a certain number; to no professor must more than a legally fixed maximum of weekly lessons be assigned. The director himself need not give more than six or eight lessons a week, in order that he might have time and leisure for the direction and constant supervision of the whole, I must confess, most laudably arranged organism. There are extra branches of instruction, such as singing and stenography, of which any pupil may avail himself without additional fee on the two weekly half-holidays. The other subjects of study are all obligatory. The annual school fee is very low (about £2 per annum), from which any poor pupil, if pronounced diligent and well-conducted by the whole body of professors, may be exempted for the whole of his school career, and may even receive school books for his use without charge. And so far is this charitable allowance from being considered by any one in any way as a stigma, that it, on the contrary, stamps at once the recipient as a superior pupil, and increases his esteem with pupils, professors, and the public. There are also attached to the State schools, and others, considerable stipends, drawn mostly from legacies of pious citizens, which, upon the fulfilment of certain conditions, secure to the fortunate gainers of the same important pecuniary aids for years to come. Private effort is, therefore, not excluded from the support of State schools in Austria. Religious instruction is obligatory in the first four lower classes, or "Under Real School." The State religion being the Roman Catholic, a professor of religious instruction, who must be in holy orders, is appointed for the Roman Catholic pupils, and is made a member of the body of Professors. But both religious tolerance and praiseworthy care for the religious training of non-Roman Catholic pupils is, I am happy to find, most unexceptionally exercised by the Government, who permit and oblige them to receive their respective religious instruction from teachers of religion of their own confessions. These teachers are also appointed and paid by the State. I am enjoying myself the boon of such an arrangement, for my two elder sons, who, like myself, are Protestants, receive as pupils of our school their religious instruction from our own excellent evangelical pastor under the sanction of the Government. We, in fact, know nothing of a so-called religious difficulty in the training of youth by the State here. I cannot forego, on this occasion, to express my high admiration of His Excellency the Austrian Minister of Cultus and Instruction, Dr. v. Stremayr, under whose supreme direction, during the last decennium, State education in Austria has taken so high a flight, and who graciously granted me an audience on my way from London to Graz. Only a few weeks ago Dr. Stremayr came to Graz, in order to inaugurate in person the first Gewerbeschule

(School of Industry) here. All kinds of schools, private ones included, are taken cognizance of by the Government in one way or the other, and must submit to certain wise laws and regulations. But to return to our State Upper Real School. I will add that its discipline is very good and effective, although *every kind of corporal punishment* is banished from it by the strictest law. Every pupil from the lowest to the highest class must be treated on all occasions in the most gentlemanly way, and addressed by "Sie," which in our German language is a recognized form of politeness and respect. On the other hand, every pupil is obliged by law to render to each of his Professors profound respect and obedience, although he or his parents and guardians have a perfect right to appeal in doubtful cases to the higher school authorities. A continual communication between the Professors and the pupils' parents or guardians is kept up, particularly by the privilege of the latter to visit and consult the former in their so-called Conferenz-Zimmer (meeting-room). In fact, parents or guardians are not rarely invited by such Professors as are at the same time Classen-Vorstande (directors of classes) to an interview, for the purpose of arriving at a mutual understanding regarding their sons or wards. Never did I find in any public school, either in England or Germany, more individual care being taken of the pupils. At regular conferences all the Professors, under the presidency of the Director, take counsel together with regard to school affairs in general, and to each pupil in particular. The punishments inflicted upon pupils are nicely graduated, such as private and public admonitions, impositions, keeping in after school hours under superintendence of the "punishing" Professor, who is obliged to enter each case into the class-book, and to give to the culprit suitable employment. In the three highest classes, or "Upper Real School," punishments are only inflicted in extreme cases, and are, besides admonitions, only what we call here Carcerstrafen (severe confinements), which can only be awarded, within certain limitations, by the whole conference of Professors. Every pupil who does not improve after repeated and severe punishment may be removed from the school. Regular reports of the application, conduct, and progress of each pupil are, as a matter of course, sent to his parents or guardians. Every Professor is obliged to make a monthly report of what he has taught in each class, and of the progress each pupil has made under him. I could write a whole book on our school discipline, and must therefore refrain from saying more on it in this letter. So much only permit me to add, that the Professors, in turn, write down the minutes in every Professors' conference, which, when signed by them all, must be submitted to the Landesschulrath for their information, criticism, and, if necessary, action.

Some time ago I also obtained the additional appointment of Lecturer of the English Language in the University here, and trust that very soon I shall be able to communicate to you some information concerning that ancient seat of learning.

THE KINDERGARTEN SYSTEM.*

SPEAKING, as I have the honour to do, before experienced teachers, I shall not be able to help saying much that is known to them already. Froebel's system had its beginning some forty years ago, and the outlines of his plans are known everywhere. I can only hope therefore that, like Molière's "Citizen Nobleman" with *his* tutor in philosophy, you will permit, even desire, me to proceed as though you did not know all about it!

Friedrich Froebel, having suffered from a variously bad education, set himself to reason out why it had been so bad. He studied children's nature; human nature as exhibited in children; assuming only that if we teachers and parents educate children according to their nature children will be well educated! So he found that children are not naturally idle; rather, they are never happy but when at work. Why then, was his surprised inquiry, are they "idle" at school? Again: they are fond of order, and discipline; most exact, and exacting with one another; perfect Martinets in any matter which they have to regulate for themselves. Why then are they disorderly at school? He judged that "school" must set them to work unfitted for them; that school must demand order and discipline on Egyptian principles, when it does not provide suitable employment. How mend this? It being clear that, like the Cornish demon, children must be always employed, or they will play the —— according to their nature!—in place of trying to force Industry and Discipline by fear, try another plan. Given occupation that suits their nature, Industry and Order will come of themselves. In other words, fit work will take care of Idleness and Disorder—will painlessly extinguish both.

Next, Froebel takes the old philosophical Latin, "Nihil in intellectu quod non prius in sensu," and puts it to a practical use. The senses act first; they are *meant* to act first: this the slightest observation of children tells us. It is now known, I believe, that the portions of brain first developed are those parts which serve the senses. The senses may be helped, may be guided. This help and guidance is Education. Therefore, our first education should be to set the senses to work; to exercise, employ, improve them.

Froebel insists that the first years of life, after consciousness begins, are, for education, the most important, and teaches mothers how they should make their earliest play, their cradle songs, form an atmosphere of good around their children. As to his Child-garden, he thinks the young plants may be transplanted, so as to enjoy social training, at about three years old, and from the third year to the seventh is the Kindergarten period, which is not "school,"—into which even the all-important three R's are not forced,—which is to be the preparation for School, *and* for Life. Having his little pupils from three upwards together, he provides them with rational toys; "gifts" as he quaintly, but aptly, calls them. The *first* gift is one which can be used by a mother with her one babe, as well as by the child-gardener with her little class. It consists of six woollen balls; three of the primary, three of the secondary colours; and to each of them a short string is attached. By handling and comparing these the colours are learned. Next the balls are moved, rolled, swung, every act being named, and every phrase being spoken after by the little pupils, so that from the first, Enunciation and Pronunciation are cared for, in a way that being natural is not tiresome. Next, in the second gift, comprising a Sphere, Cylinder and Cube of wood, solid *Form* becomes the subject of observation. The sphere and cube for contrasts, with the cylinder to show resemblances, are handled, felt, and seen, and the little pupils gain first the impressions and ideas, and next the names, of curved and flat Surface, Edges, Corners; by-and-bye, Square and Circle as flat forms. Next comes a box of eight cubes, that is, a cube divided once in every dimension. With these the children build all manner of "forms of life," as Friedrich Froebel styles them—*i.e.* forms, more or less like things (objects) known to the child's experience—chair, sofa, bath, etc. Then, cubes divided with increasing complexity are used for building up forms more and more various; in all which the child is led to invent—to do something out of itself. Thus made acquainted with solid figure, children are next brought to the conception of separate *surface* by tablets, capable of being arranged into a hundred pretty patterns; thence to the *line*, by sticks laid in numberless figures; while by pointed sticks joined by softened peas, the idea of the *point* is given, along with shape as almost detached from substance. Then, for the cultivation of eye and hand skill directly, the taste for beauty, and the inventive faculty being more directly called out, Froebel invented paper-folding, in which from a single square is evolved a bewildering variety of forms at once beautiful and regular—fanciful and yet logical, one might say—because symmetry, the exact equality of opposites, is always observed. It is not needful to mention every separate gift, all of which prove Froebel to have possessed that instinct of genius which turns commonest things to use and beauty. Patterns are pricked into paper with needle; narrow strips of paper are woven into mats, and simple figures are coloured with the brush,—so on to drawing with pencil, and, last and highest, modelling in clay. In all these "occupations"—the "work" of the Kindergarten—the rule is not to copy, but to work by suggestion,—the children are to be led, not to be driven. The fundamental principle is, "Do, that you may learn"; and the aim is "spontaneous but regulated activity." To us this "happy Nurture" may seem play-work indeed. Look, however, only at the children in a Kindergarten and see their happy earnestness and full purpose of soul, and doubt, if you can, that they are being well trained to do their work one day, in the world, as men and women. No compulsion is allowed; no punishment is needed; but nothing is permitted to be done otherwise than aright, according to the law of the work. And, as a rule, the small artificers perceive at once, or are taught willingly, that the right way is best, and (*exc. exc.*) show themselves amenable to right reason.

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* A paper read at a Teacher's Conference by W. H. Herford, B.A.

At the same time, it will hardly need much speaking to convince teachers that they who shall thus direct and train children; lead, and not drive; suggest, and not command: will need to have been themselves carefully trained. There is a portion of what theologians call, I believe, "original sin," that is, of individual self-will, even in children from three years of age to seven, and it need not be doubted that pupils, even in Kindergarten, need for their management much wisdom as well as gentleness. I have put the Kindergarten *work* first, not because most important, or most original, but as being most obvious, and most practicable. The "games" have yet higher meaning, yet clearer value, and this threefold: First, as lowest, they contain carefully regulated varieties of movement, so as to be an unconscious system of true gymnastic or reasonable education of the body. Secondly, they cultivate Music. All games are accompanied by singing; so that children's lungs are exercised, and their ear for tune and time developed. But the value of singing for all children is now so generally understood, that I may pass on to —Third, use of these "games," wherein the originality of Froebel appears most conspicuously of all. The Kindergarten Games become means for the unfolding of the mental powers, and for true exercise of the moral sentiments—according to the spiritual stature of the child. Let us take an obvious example. A game is imagined—as old as the hills, indeed!—in which various handicraft trades are imitated. In turn the children saw, hammer, draw ropes, mow, sow seeds, reap, thrash. Everything is done in rhythm, and with simple song accompaniment. This is all delight to the children; but it does not end in pleasure, though to make them happy is much. See what has been done, more! Various muscles have been exercised without fatigue; the sense of tune and time have been practised with delight; and that peculiarly human quality, love of imitation, has been gratified; and all has been done in *order*, according to a certain *law*. Very favourite games are those in which habits of animals are represented. A few children group themselves closely together—this is the pigeon-house; the rest join hands around them—they are the pigeons. Singing together the circle widens, and the little birds fly out, joyously moving their arms in the likeness of wings. At a certain word in the song, the birds return, and the house closes again. In these games we have the unconscious education of both moral and social feelings. The law of the game must be kept; anyone declining to obey it, is with gentle patience put to look on. Every one wants to be of the chief; but a just rotation is observed, and each learns to give way to others—each sees that the pleasure of all depends on order and fairness; the ever importunate Self is checked, without being thwarted, and they learn to take pleasure in each other's pleasure. Think how the little characters are laid open to the loving eye that only seeks to make the best of each one.

To sum up:—

1. I claim for the Child-garden System the credit of being the best preparation for schools, even as they at present stand. Whatever may be the system, or want of system, upon which children are educated after their seventh year, they must be the better for having been *naturally* trained up to that time. In the Kindergarten their senses have been trained; they can use their fingers deftly; they have been used to observe and examine; Knowledge has always been a pleasure to them, therefore they do not set out with any dislike for lessons and school work; their future teachers find a prepared soil in their minds, and the requirements of Discipline have also been prepared for, by habits of cheerful Obedience and Order and Neatness. Though reading and writing do not strictly belong to the Kindergarten, there is, in this country, most obvious reason for letting the transition be made under Kindergarten teachers. No part of teaching (School, proper) probably is more difficult than the teaching to read and write, when wrongly done. The German plan of learning to Read, Write, and Draw at once, is eminently Froebelian, and it has been, with perfect success, applied to the English language. This plan, when properly carried out, thoroughly interests the children. It is often said that children must, at school, be taught to do what they do not like; as they will, at school, and yet more in life, be compelled to do what they do not like. Quite true; and if children, trained in Kindergarten or anywhere else, have not learned to do what they *individually*, with their lower self, would not *choose*, they have been trained to no purpose. But surely it is not necessary to find out distasteful things to do. To do *what one enjoys* very well, with great pains, requires self-conquest, and perhaps answers better in the end than trying to make children do what they cannot like. This training *must* make the children most ready for schools, even as they are, and we have the evidence of experienced teachers that Kindergarten children are the best grounded and prepared.*

2. Being the best preparation for other schools, Kindergarten would seem to establish its right to the place which is usually conceded to it by those who view it with any favour; that it is the best "Infant School." The gifts, the games, the songs, the omission of all harshness, the entirely gentle and loving treatment, the atmosphere of happiness which pervades the true Child-garden, speaks to every human heart as the true educational "milk for babes." We feel this is the system for the *poor*; for children whose lives are not so bright, and sweet, and happy with ease, comfort, beauty, as we would have all children's lives to be. It may be doubted whether the Kingdom of Heaven will be realized upon Earth anywhere so well as by putting our gutter children into Kindergarten. But the children of the *rich* are often left to hirelings, "whose own the sheep are not," and what training that is need not be specified. True

Kindergarten-enthusiasts say that this training to play and work with others—social training under careful superintendence, learning bodily aptitudes, quickness of sense, skill of hand—not only preparing the intellect for all future work, practising faculties of form and number, but learning the true life-lesson, *to live together*, to yield the will, give others their share, take your place, work for the whole,—is just as good for *rich* as for *poor*.

3. Froebel's system, as thought out by himself, meant a Reform of Education *throughout;* and the Kindergarten was the first storey of the building. Had he lived, he might have arranged methods for the second seven years of life, as skilfully as he has done for the first. His great aim, as realized in the Kindergarten, the harmonious development of the whole nature in each one, is manifestly the purpose of all education, to the end of life. Some of us are endeavouring to carry out his ideas in that second period of seven years which closes childhood and ends in youth. His motto of method, "Do and you will know," or "Learn by working," may be seen to apply (if one will think) to that age when, usually at present, from the imperious necessity of bodily exercise, Play is turned into Work. Athletics are made idols, and every conceivable exertion of body is cultivated and desired, provided only it be not useful, provided only it do not produce anything! The natural check upon the Play-mania of the day may be found in Carpentry and Field-work, which, when fairly tried, are just as refreshing as play, and more interesting. The order of acquirement—Impressions first, then Ideas, last Words—may make some havoc in our established plans of education, whereby when there is something worthy to be known we say "Go to, let us teach it to our children," and we swoop down upon them with Grammars and Dictionaries, Pinnock's Catechism, and books of all sorts, suited to every Standard up to the *nth*: but if we do find that forcing does no good; that human plants can only grow according to law, and bear fruit in season, so that many things we now teach early will be begun late, and some now taught will be left to them later to learn—this is at once Froebel and Human Nature!

SANSCRIT MANUSCRIPTS.

The following Resolution of the Government of India, Home Department, No. 7-250, dated 9th February 1878, reviewing the reports on Sanscrit Manuscripts in Bengal, Madras, Bombay, Central and North-Western Provinces, &c., and suggesting certain arrangements for the re-distribution of the work of discovering and purchasing Sanscrit Manuscripts, has been kindly placed at our disposal for publication.

RESOLUTION.

At the instance of Pundit Radhakrishna, of Lahore, a scheme was sanctioned by a Resolution in the Home Department dated 3rd November 1868 for the discovery and preservation of the records of ancient Sanscrit literature at an outlay of Rs. 24,000 per annum. The chief features of the scheme were as follows :—

(1) "To print uniformly all procurable unprinted lists of the Sanscrit manuscripts in Indian libraries, and to send them to the various learned societies of Europe and to individual scholars in Europe and India, with an intimation that the Government will carefully attend to their suggestions as to which of the manuscripts therein mentioned should be examined, purchased, or transcribed ;"

(2) "to institute searches for manuscripts, and to this end to prepare lists of desirable codices, to distribute these lists among scholars and other persons willing to assist in the search with a request that they will report their discoveries to such officer as may from time to time be appointed by the Government of India, and to depute competent scholars on tours through the several Presidencies and Provinces to examine the manuscripts reported upon, to seek new manuscripts, to purchase manuscripts procurable at reasonable rates, and to have copies made of such manuscripts as are unique or otherwise desirable, but which the possessors refuse to part with ;" and

(3) "to grant to the Asiatic Society of Bengal an additional allowance for the publication of Sanscrit works hitherto unprinted."

The statement given in the margin shows the financial result of the scheme, *i. e.*, how the Rs. 24,000 sanctioned as the annual expense for carrying it out are distributed.

This Resolution was communicated to the several Local Governments and Administrations with instructions as to how to carry out the scheme.

The instructions were that all procurable unprinted lists of Sanscrit manuscripts in the Native libra-

	Tour expense of competent scholars.	Purchase of manuscripts.	Transcription of manuscripts.	TOTAL.
	Rs.	Rs.	Rs.	Rs.
Bengal	1,000	1,000	1,200	3,200
Bombay	1,000	1,000	1,200	3,200
Madras and Mysore	1,000	1,000	1,200	3,200
North-Western Provinces	500	500	600	1,600
Punjab	500	500	600	1,600
Oudh	500	500	600	1,600
Central Provinces	500	500	600	1,600
Rajputana	1,000	1,000	1,200	3,200
	6,000	6,000	7,200	19,200
Printing Native catalogues of desirable manuscripts	...	...	...	1,000
Additional grant to Asiatic Society	...	...	...	3,000
Sundries	...	...	...	800
				24,000

ries situate within the territories under the respective Local Governments and Administrations should be printed uniformly in octavo in the Nágari character and under the superintendence of a competent editor, such as Babu Rájendrálála Mitra in Bengal, Mr. Burnell in Madras, and Dr. Bühler in Bombay.

Competent scholars should, it was said, be sent annually on tours to examine the manuscripts named in the Native catalogues so printed, to seek new manuscripts, to explain to Native scholars at the different places visited the objects and importance of the mission, to purchase such manuscripts as the possessors were willing to sell at a reasonable rate, and to employ copyists to transcribe codices which were unique, extremely old, or otherwise desirable, but which the possessors might refuse to part with. The gentlemen sent on tours were to make reports to their respective Local Governments, and such reports to be transmitted to the Government of India in the Home Department; scholars, both in India and in Europe, to be invited to transmit lists of desiderata: those in Europe to be requested to communicate with the Government of India through the Secretary of State, those in India through the Local Governments. From the suggestions so received general lists of desiderata were to be prepared and circulated annually, and the notice of Local Governments and Administrations would be drawn to entries in the catalogues received from them which seemed to refer to any work in the lists of desiderata.

Quarterly lists* of the manuscripts found during the previous quarter were directed to be submitted in the prescribed form to the Government of India in the Home Department.

Local Governments and Administrations were to use their discretion in purchasing or having copies made of the manuscripts existing within their jurisdiction. Local Governments were however reminded of the desirability of bearing in mind the subjects which European scholars should deem most valuable, and that manuscripts of the Vedas and Vedángas, and of their commentaries, law books, grammars, vocabularies and philosophical treatises, should be regarded as of primary importance. When transcripts were made, these should be in the modern Devanágari character. Copies of the Sanscrit manuscripts existing in Southern India if made in the Telugu or other Dravidian character would be of little use to European Sanscritists and to the large majority of Native scholars.

These instructions have been carried out as follows: —

BENGAL.

In Bengal the task of collecting the lists and purchasing and transcribing manuscripts was entrusted to the Asiatic Society, Bengal. Dr. Rájendrálála Mitra aided by two Pundits or Sanscrit scholars has been engaged by the Asiatic Society in carrying out the scheme.

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* These lists are now annually prepared.

He has already published twelve pamphlets containing notices of Sanscrit manuscripts extant in Bengal.

His report dated 15th February 1875, on the operations carried on by him to the close of 1874 for collecting information regarding Sanscrit manuscripts in Native libraries, is very interesting.

NORTH-WESTERN PROVINCES.

In May 1869, at the instance of the Government of the North-Western Provinces, the Financial Department authorized the utilization of the saving of the annual allowance of Rs. 1,600 for five years in the cataloguing and purchase of Sanscrit manuscripts. The period of five years expired on 31st March 1874, and in December 1874 the Government of the North-Western Provinces reported the progress made in the preparation of catalogues of Sanscrit manuscripts existing in those Provinces.

Two hundred copies of Part I. of the Catalogue of Sanscrit manuscripts examined were printed and distributed as directed by the Government of India. Mr. Griffith was entrusted with the supervision of the work.

The Government of India sanctioned the expenditure of Rs. 2,822-9-0 incurred for the publication of Part I. of the catalogue, and also a further grant of Rs. 2,000 for the continuance of the work of examination and cataloguing the manuscripts. The Government of the North-Western Provinces was at the same time called upon to report as to the place where any manuscripts purchased or copied were deposited, sending a list of them.

Under date the 7th May 1875 the Government of the North-Western Provinces reported that ten manuscripts, as per list given, were purchased and deposited in the library of the Benares Sanscrit College.

BOMBAY.

In Bombay the results were most satisfactory. The operations commenced there in 1869. On receipt of the Home Department Resolution No. 4350 of 3rd November 1868, Drs. Bühler and Kielhorn* were entrusted with the duty of carrying out the scheme in the Bombay Presidency. Their first reports were submitted in August 1869, which showed that their success was marked and important. They purchased several old manuscripts, viz., Dr. Bühler 21 and Dr. Kielhorn 17 manuscripts; some of these works were rare and unknown to European scholars.

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* Dr. Bühler was employed in the Northern Division. Dr. Kielhorn in the Southern Division.

Consequent on the departure of Dr. Bühler to Europe on sick leave in December 1869 the work which was commenced by him in the Northern Division was carried on by Dr. Kielhorn, in addition to his own work in the Southern Division. Dr. Kielhorn submitted in July 1870 a report on the progress made in the search for Sanscrit manuscripts instituted by Dr. Bühler and himself. The report shows that 120 old manuscripts were bought for Government.

In October 1871 the Government of Bombay submitted copies of reports by Dr. Bühler of his and Dr. Kielhorn's proceedings in acquiring Sanscrit manuscripts during 1870-71.

Dr. Bühler observed that on his return from leave the work was again divided between himself and Dr. Kielhorn, but in January 1871 Dr. Kielhorn obtained sick leave, and the whole charge was made over to Dr. Bühler.

On the 18th October 1871 the report for 1870-71 submitted by Dr. Bühler was sent to the Director General of the Archæological Survey of India for perusal and return.

In returning the report General Cunningham suggested the expediency of extending the researches by Drs. Bühler and Kielhorn beyond the limits of the Bombay Presidency, and he recommended their visiting Jesalmir and Bikanir. General Cunningham observed that "in the former place Colonel Tod mentions the existence of numerous manuscripts", and in the latter country in the great fortress of Bhatner he had himself seen a room ten or twelve feet long and about six feet broad half filled with manuscripts fastened up in the native way in red cloth and piled one on another to a height of about four feet, and from amongst the top ones he selected a palm-leaf manuscript bearing the date of *Samvat* 1200.

General Cunningham's suggestion was communicated to the Government of Bombay.

In November 1872 the Government of Bombay forwarded a report by Dr. Bühler on the results of his search for Sanscrit manuscripts in Gujarat during the year 1871-72.

The Government of India expressed satisfaction at the results of Dr. Bühler's search.

In August 1874 the Government of Bombay submitted Dr. Bühler's report on Sanscrit manuscripts in Gujarat for 1872-73. He stated that during the period under review he had bought or procured 200 copies of manuscripts, of which 75 belonged to Brahmanical literature and 123 copies to the Jainas, and two contained Gujarati prose works.

In May 1875 the Government of Bombay submitted an abstract report by Dr. Bühler of his operations during 1873-74 in Gujarat, Rajputana and Lahore, Delhi, Benares and other towns of Northern and Eastern India. The results exhibited in this report were as satisfactory as those shown in the preceding one.

In September 1875 the Government of Bombay forwarded a report by Dr. Bühler on the search of Sanscrit manuscripts for the year 1874-75. This report also shows that copies of manuscripts were liberally supplied to savants in Europe and India.

Dr. Bühler has been now engaged in exploring Sanscrit manuscripts in Cashmere, Jaipur and Ujjain. Instructions were issued through the Foreign Department to the Government of the Punjab and Governor General's Agent in Rajputana for giving Dr. Bühler every assistance in the furtherance of the object of his mission, which had produced valuable results, as shown in Dr. Bühler's latest report.

Sanscrit manuscripts in the library of the late Rajah of Tanjore.

In May 1869 a list of the Sanscrit works in the library of the late Rajah of Tanjore was procured from the Reverend Mr. Long, in consequence of a demi-official communication of Sir Erskine Perry suggesting that this collection might be purchased for Government.

This list was forwarded to the Government of Bombay with a request that Professor Bühler might be asked to give his opinion as to the propriety of purchasing the Sanscrit works enumerated therein or in any portion thereof.

In August 1869 the Government of Bombay submitted a copy of Dr. Bühler's report containing his opinion on the propriety of purchasing the Sanscrit works in question. Dr. Bühler said—

" On examining the list of the Sanscrit manuscripts which belonged to the late Rajah of Tanjore, I find that it contains a great many useful and a number of very rare or nearly unique books (*vide* list). I am therefore of opinion that it would be in the interest of Sanscrit philology if the Government of India decided to buy the whole collection. Should this be impossible, I beg strongly to recommend that at least the works contained in the list may be bought, many of which are quite unknown, or procurable only with great trouble and expense."

On the 25th August 1873 the Government of Fort St. George submitted, as called for, their proceedings, which embodied a letter from Dr. Burnell reporting on the progress made by him with the catalogue of the Sanscrit manuscripts in the library of the late Rajah of Tanjore. Dr. Burnell reported that the total number of manuscripts in the Tanjore library amounted to upwards of 18,000, and these in eleven distinct alphabets, being from all parts of India; that in February 1872 the catalogue was nearly completed, but since that time he had been unable to do as much as he expected, though, on the whole, the work had advanced. The delay was due to the difficulty in procuring types, and the distance at which he lived from Tanjore. He observed " that the Tanjore library contains several good manuscripts of all the most important works known as yet, including a few that are new." He believed "that this library must sooner or later escheat to Government; the preparation of this catalogue will therefore protect property of enormous value. Sanscrit manuscripts have long been very dear, and the cost of making proper transcripts is now very heavy." As far as he could judge, "it would not be possible to form a collection like that of Tanjore at a less cost than £50,000, but many manuscripts are unquestionably unique." He added that, "as the Government has expressed a wish to promote Sanscrit studies, he has to some extent anticipated the publication of his catalogue by procuring manuscripts for scholars. Several have been sent to Calcutta, Bombay, and Europe."

On the 31st October 1873 the Government of India expressed full concurrence in the praise bestowed on Dr. Burnell for his disinterested services, and hoped to see the catalogue soon completed.

In November 1874 the Government of Madras submitted a letter from Dr. Burnell stating that he had not been able as yet to complete the revision of his manuscript (fair copy) of the catalogue of the Tanjore library, but hoped to do the work much faster provided his health permitted him to do extra work.

In June 1875 the Government of Madras forwarded a further letter from Dr. Burnell in which he stated that he had had "the duties of a District and Sessions Judge to perform since three years, and that he has had very little leisure, being in charge of very heavy courts. To do such work as this properly much time is obviously necessary." He would however "be glad to complete it as quickly as is consistent with the standard of completeness now required."

In November 1877 the Government of Madras submitted a further letter from Dr. Burnell in which he states that his catalogue has been printed as far as the article "Kosha", and that he hopes to be able to finish the revision of his manuscripts up to the end of section "Technical literature" during the leave in December and January ensuing. He expects to issue shortly the first part of his catalogue.

Sanscrit manuscripts in the library of His Highness the Maharajah of Mysore.

The Chief Commissioner of Mysore submitted in March 1870 a catalogue of Sanscrit manuscripts in the library of His Highness the Maharajah of Mysore. This catalogue was sent to the Government of Bombay for a report thereon by Dr. Kielhorn. On the 2nd April 1870 the Government of Bombay submitted Dr. Kielhorn's report. He said "that he compared this catalogue with those of the Sanscrit manuscripts in the India Office Library, of the Bodleian

Library at Oxford, of the Royal Library at Berlin, and with other smaller libraries in Europe."

The result of this comparison was that of the 608 works of the catalogue under report 468 are already in Europe, as indicated by him. He therefore suggested that the remaining 140 manuscripts specified might be re-catalogued. Dr. Kielhorn's suggestions were communicated to the Chief Commissioner of Mysore with a form of the catalogue sent by the Government of Bombay for adoption. Further communication has not been received from the Chief Commissioner of Mysore. But a supplementary catalogue of Sanscrit manuscripts in the library of His Highness the Maharajah of Mysore, prepared by Dr. Kielhorn, was received in May 1874.

It contains the particulars as to the age, &c., of the works which Dr. Kielhorn suggested should be exhibited in the catalogue.

(*To be continued.*)

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 20TH SEPTEMBER 1878.

A fresh supply of the following English Books received from England:—

	Rs.	a.	p.
Laurie's Standard Primer	0	2	0
Do. Copy Book No. III.	0	1	4

New Books published by the Department.

GUJARATI.

Balwantram M. Mehta.—Padartha Vidnyan, or Natural Philosophy, translated from Cooke's Natural Science Series	0	7	0

New Editions published.

GUJARATI.

Hope's Departmental Gujarati First Book, 13th stereotyped edition	0	1	6

DEPARTMENTAL NOTICES.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 3031, dated 24th August 1878, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
10th September 1878.

No. 3031.

Financial Department.

Bombay Castle, 24th August 1878.

Memorandum from the Government of India in the Financial Department, No. 2206, dated 13th August 1878—Forwarding the following copy of a despatch from the Secretary of State for India, No. 213, dated 27th June 1878:—

"I have considered in Council your Financial letter, dated the 9th May 1878, No. 190, reporting that you have decided, subject to my approval, that, whenever an absentee on furlough or other leave in Europe, who is directed to return to civil duty in India before the expiration of his leave, is allowed by me a free passage to any port in India, he may, with the sanction of the Government or Local Administration under which he is employed, be reimbursed the personal travelling expenses which he actually incurs in proceeding from that port to the station to which he may be first posted.

"2. The reasons for this decision are not stated, but I will not refuse my confirmation to your proceedings."

Resolution.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices, for information, in continuation of Government Resolution, No. 2023, dated 6th June last.

E. W. Ravenscroft,

Chief Secretary to Government.

To all Departments of the Secretariat; all Heads of Offices under the Civil Departments, including the Collectors and Political Superintendents in Sind; the Accountant General.

Deputation Allowances.

Notification.

The subjoined Government Resolution, No. 3136, dated 3rd September 1878, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,

Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th September 1878.

No. 3136.

FINANCIAL DEPARTMENT.

Bombay Castle, 3rd September 1878.

Memorandum from the Government of India, Financial Department—Forwarding the following copy of their letter addressed to the Deputy Accountant General, Assam, No. 2377, dated 22nd August 1878 :—

"I am directed to acknowledge the receipt of your letter No. 6-876, dated the 27th April 1878, and, in reply, to state that the order of this Department, No. 4019, dated the 29th October 1877, referred to by you, authorizing the grant to an Uncovenanted Officer deputed to a distance for a long period on special duty of a deputation allowance, not exceeding Rs. 3 a day, with travelling allowance, does not apply to cases for which the existing travelling allowance rules make provision, and does not, therefore, affect those rules."

RESOLUTION.—To be communicated to all Civil Departments of the Secretariat, and all Heads of Offices under those Departments, for information, in continuation of Government Resolution No. 380, dated 4th February last.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all CIVIL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT, including the COLLECTORS and POLITICAL SUPERINTENDENTS in SIND; the ACCOUNTANT GENERAL.

Revised Standards in History and Geography. (Erratum.)

NOTIFICATION.

The subjoined Government Notification, dated 18th instant, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th September 1878.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 18th September 1878.

No. 1125.—*Erratum.*—In the Government Notification dated 11th June last, published in the *Government Gazette* of the 13th idem, page 363,* under European and Eurasian Standard VI. *for* "Revision of History in Standards III. and IV." *read* "Revision of History in Standards IV. and V."

By order of His Excellency the Honourable
the Governor in Council,
(Signed) C. GONNE,
Secretary to Government.

Payments to Curator Government Central Book Depôt.

NOTIFICATION.

In supersession of previous orders, it is hereby notified that officers in the Educational Department should not remit to the Curator, Government Central Book Depôt, Bombay, any moneys in advance for the purchase of books, &c. to remain with him in deposit. All payments should be made to the Curator after the goods are supplied.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th September 1878.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH AUGUST TO 15TH SEPTEMBER 1878.

20th August 1878.—Six months' leave, without pay, is granted to Mr. Vinayak P. Datar, First Assistant Master, First Grade Anglo-Vernacular School, Dharwad.

22nd August 1878.—Mr. Kashinath Damodhar Chowbal is appointed Acting Head Master of the Engineering School, Hyderabad, from 3rd March to 2nd June 1878.

22nd August 1878.—Three months' leave, without pay, is granted to Mr. Bhanashankar N. Dave, Fourth Assistant Master, Surat High School.

22nd August 1878.—Mr. Thakurdas N. Chowkavala is appointed Acting Fourth Assistant Master, Surat High School, during the absence of Mr. Dave.

26th August 1878.—Mr. Sitaram Shripat Mokoshi is appointed temporary Fourteenth Assistant, Poona High School, from 8th August 1878 till he is relieved by Mr. Hari R. Patwardhan.

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* See *Record* for July last, page 164.—ED. *B.E.R.*

27th August 1878.—Mr. Ghulam Roza Mirza, Persian Teacher, Hyderabad High School, is appointed Acting Head Master, Normal School, Hyderabad, during the absence of Mr. Ghulam Ali.

27th August 1878.—Mr. Tarachand Shankiram, Third Assistant Master, Hyderabad High School, is appointed Acting Assistant Persian Teacher in the same school, *vice* Mr. Ghulam Roza Mirza.

27th August 1878.—Mr. Harjivandas Waleram, Fifth Assistant Master, Hyderabad High School, is appointed Acting Third Assistant Master in the same school, *vice* Mr. Tarachand.

27th August 1878.—Mr. Jhanjimal Thawardas, Sixth Assistant Master, Hyderabad High School, is appointed Acting Fifth Assistant Master in the same school, *vice* Mr. Harjivandas.

27th August 1878.—Mr. Fatechand Vasanmal, substantive *pro tem.* Seventh Assistant Master, is appointed Acting Sixth Assistant Master in the same school, *vice* Mr. Jhanjimal.

27th August 1878.—Mr. Idanmal Utamchand, substantive *pro tem.* Eighth Assistant Master, Hyderabad High School, is appointed Acting Seventh Assistant Master in the same school, *vice* Mr. Fatechand.

31st August 1878.—Mr. Ramchandra V. Gadré, Fourth Assistant Master, Ahmednagar High School, is appointed Third Assistant Master, Nasik High School, *vice* Mr. Bhatwadekar, deceased.

6th September 1878.—Mr. Vinayek B. Chankar, Acting Sixth Assistant Master, Satara High School, is appointed Fourth Assistant Master, Ahmednagar High School, *vice* Mr. Gadré, transferred to Nasik.

6th September 1878.—Mr. Ganesh Krishna Joshi is appointed substantive *pro tem.* Sixth Assistant Master, Satara High School, *vice* Mr. Chankar, transferred to Ahmednagar.

7th September 1878.—One month's sick leave is granted to Mr. Laxuman S. Kolatkar, First Assistant, Kolhapur High School.

7th September 1878.—Mr. Ganesh Chintaman Bhat is appointed an Assistant Master, on Rs. 20 per mensem, while Mr. Dhulekar is acting as First Assistant Master in the Rajaram High School, Kolhapur.

12th September 1878.—Mr. Krishnaji Ramchandra Goklé is appointed probationary last Assistant Master, Dhulia High School, *vice* Mr. Chiplunkar, transferred to the Deputy Educational Inspector's Office, Khandesh Sub-Division.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th September 1878.

THE

Bombay Educational Record.

No. 11.] NOVEMBER 1, 1878. [Vol. XIV.

THE MONTH.

THE Grant Medical College has issued new rules for the admission of students. From and after the 1st November instant Matriculated students of the University who have passed with a classical language will be admitted as students with a view to graduation in Medicine on payment of an entrance fee of Rupees 25 and a monthly fee of Rupees 10 for twelve months in the year. A certain number of free students will however continue to be admitted, and "Casual Students," *i.e.* persons who may wish to attend Hospital practice or a course of lectures on any of the subjects included in the course will also be admitted on payment of a fee of from Rs. 20 to Rs. 40 for the course. We may mention that the fee for a course of lectures on Botany is Rs. 20, and we should not be surprised if a considerable number of outside students were to avail themselves of the opportunity of scientific instruction in that subject which the College has now so liberally offered.

AN official notice which has appeared in all the Government Gazettes and in the chief Indian newspapers announces that a Reward of Five Hundred Rupees will be given by the Government of India for the best Sanitary Primer suitable for use in Indian schools, both English and vernacular. The work, it is stipulated, must be in the English language, from which it will afterwards be translated into the principal languages of India: it must be simple without theories, and thoroughly practical, showing in particular the chief sanitary defects of Indian towns and villages and the best means of remedying these defects, and it must not cover more than from 24 to 30 pages of print of small pica, octavo size. Competing Primers, either in print or very legible manuscript, are to be sent so as to arrive not later than the 1st April 1879 at the Home Office, Calcutta. Each should bear a motto and have a sealed envelope attached with the same motto outside and the name of the author within.

MANAGERS of Grant-in-aid Schools whose success depends so much upon regular attendance, may perhaps find it worth while to take a hint from a device adopted by the Brighton School Board which has been found to improve the attendance wonderfully. The fee is fixed at three-pence per week, "such fee to be reduced to two-pence for each child on his attending the full number of times that the school has been open in the previous week." The reduction of the week's fee to the extent of 1d. seems a trifling thing; it is not so trifling, however, but that it has a very considerable effect upon the regular attendance of a large number of children. A great point is gained when a habit of regular attendance has been formed, and this rule is found to help considerably in the formation of the habit. If the children of Brighton are sharp, it will occur to them to take advantage of a liberal interpretation of the regulation, and offer 2d. instead of 3d. on the Monday after a week's holiday, on the ground that they have attended "the full number of times that the school was open in the previous week."

THE late Sir Arthur Helps in his "Casimir Maremma," vol. II., page 179, anticipates the educational objection to excessive competition about which so much is now heard. The passage is as follows:—"Ask any great statesman or commander, and he will tell you that the work to be done is easy enough; the main trouble is with the tempers, dignities, vanities, and susceptibilities of the people who have to do it. This is chiefly the fault of our system of education. We say to the child, 'Be first, whatever you do; take care to get precedence from your way of doing it;' and then, having planted in the child a morbid desire of pre-eminence, we wonder it acts so tiresomely in the grown-up man, and that he will never be contented with being, as they say at college, 'a good second.' There will be no great improvement in the world until this discontent, fostered by too ardent competition, is somewhat abated."

THE *Athenæum* remarks, what has often before been remarked, that the extraordinary persistency with which unsuccessful candidates present themselves year after year at the Chinese competitive examinations is curiously illustrated by certain edicts in the *Peking*

Gazette, in which honorary degrees are conferred on 42 candidates who were finally plucked at the age of 90 and upwards, and 136 who gave up the struggle when between 80 and 90.

We are glad to observe the issue of a cheap edition of Mr. Herbert Spencer's treatise on Education. It is one of the most suggestive and stimulating books a teacher could possibly possess. After reading the extracts given in a short notice which we extract further on, we feel sure few of our readers will be content to remain without a copy.

EDUCATION AT THE PARIS EXHIBITION.

Sir Charles Reed has recently read a paper in the theatre of the Society of Arts "On Education at the Paris Exhibition." The chair was occupied by *Mr. Percy Harding*, Professor of Mathematics at University College. *Sir Charles Reed*, in proceeding to give his experience of the progress of education and educational appliances as developed at the Paris Exhibition, said that he had kept a close eye on everything connected with those subjects during his sojourn on the Continent, and he had found that the principles advocated by the Froebel Society were being widely adopted. The first exhibition at which education had a place was that of Paris (first), next it was dealt with at Vienna, and after that at Philadelphia, where it might be said that the important subject received its clearest and best elucidation, except, perhaps, what it had received at the present exhibition in Paris. The last-named Exhibition, however, failed, as compared with that of Philadelphia, inasmuch as it did not produce the living teachers and the living children at work. At the head of the Educational Department was M. Jules Simon, one of the most highly educated and practical men amongst the jurors; but it was a curious fact that in that body the only man who could speak English fluently was a Japanese, and to that gentleman he (Sir Charles Reed) owed much for help in making himself understood. Having stated that the awards would be shortly published, he proceeded to state that France made a splendid show of educational appliances; but he had noticed that the drawings consisted mainly of flowers, figures, and kindred subjects, to the exclusion of designs of a more practical and instructive character. The collection of documents referring to education was magnificent, and indicated great progress on the part of France. The Government brought up hundreds of teachers from the provinces, and those persons might be seen every morning receiving instruction. It struck him that in France all improved methods of teaching were readily adopted in the first instance, but that as a general rule the teachers soon relapsed into the old methods. Throughout there was too much trusting to memory, and too little intelligent elucidation.

France had, however, made a great effort under extraordinary difficulties, and now saw, that whether as an empire or a republic, her political existence must rest on the education of her people. Thirty per cent. of illiterates over six years of age was a heavy proportion; but he hoped and believed that things would soon be better, especially because an attempt was about to be made in the direction of compulsory education. Germany was at Paris, as she had previously been at Philadelphia, conspicuous by her absence in the matter of education. He suspected that she felt she had many weak points, notwithstanding all her striving and efforts. Her text-books, he might say without fear of contradiction, were shabby in the extreme. Speaking candidly, the English showed not much better than the Germans in Paris as regarded educational matters. He had a list of twenty-six exhibits which were worth nothing; but the superiority of the English forms and desks was admitted by every one. About two years since an attempt was made in this country to produce a good school exhibition, but it failed for want of funds. He had obtained an admirable map of the School Board schools for Paris, and for that he was happy to say they had received a diploma of honour. Mr. Sonnenschein had also obtained a silver medal for a most ingenious machine, calculated to facilitate the learning of arithmetic. This was really a splendid thing, and an opportunity would be given for its exhibition at the London School Board. Our colonies had made a good appearance, making up for the shortcomings of the mother country. The South Kensington exhibition of drawings was exemplary, showing that drawing had now become a serious business in every school. America had also done well in art. Belgium deserved special notice for her exhibits, including an arithmometer, which he hoped to see introduced into this country. Having mentioned Denmark, Italy, Russia, and other European countries in complimentary terms, the lecturer proceeded to say that Japan had shown a beautifully-arranged educational collection, although some of it might be called grotesque; and the Chinese were gradually following in the same direction. As much might be said for Egypt and Brazil. Judging from what he had seen, the schools on the banks of the Nile were likely to win considerable distinction. The result of all these observations was that England had no right to consider herself at the head of the education of the world; but he trusted she would make a better appearance at future great exhibitions.

HERBERT SPENCER ON EDUCATION.*

We are rejoiced to see that Mr. Herbert Spencer has brought out a cheap edition of his very valuable treatise on Education, which, as originally issued, was published in too expensive a form for the pockets of elementary teachers. He tells us that the work has had considerable currency in the United States, and that there have been made translations of it into the French, German, Italian, Russian, Hungarian, Dutch, and Danish languages. We are not at all surprised at this announcement. Whatever the defects of Mr. Spencer's book may be, it is full of original thought and valuable suggestions.

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* *Education Intellectual, Moral, and Physical.* By Herbert Spencer. Cheap Edition. Williams & Norgate.

Mr. Spencer is not himself a teacher, and, so far as we know, has never been connected in any way with the work of education. This might seem an overwhelming disadvantage to a writer in dealing with a subject which demands, before all things, practical knowledge. But Mr. Spencer possesses no ordinary mind; and, though he does not avoid the blunders which might be expected from a theorist, he deals with the scientific side of his subject with wonderful insight and clearness. It is sometimes an advantage not to be too near the object which we wish to observe. Close proximity is indispensable to the microscopic examination of details; but distance is favourable to a comprehensive survey. The teacher himself is apt to be so absorbed in the practical details of school-work as to lose sight of the more general aspects of Education; such as the relative value of different kinds of knowledge, the fundamental principles on which methods of teaching depend for their success, and so forth. The outsider, on the other hand, coming fresh to the subject, and uninfluenced by personal prejudices or the authority of great names, will often see at a glance some glaring defect, which only too close a proximity to it had allowed to remain undetected so long.

Mr. Spencer's first essay is devoted to the consideration of the question, "What knowledge is of most worth?" the conclusion he comes to being that knowledge is valuable in proportion as it contributes to *complete* living.

How to live?—that is the essential question for us. Not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilise those sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves and others—how to live completely? And this, being the great thing needful for us to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of an educational course is, to judge in what degree it discharges such function.

Mr. Spencer does not lose sight of the fact that the object of education is not merely to communicate knowledge; and that the discipline afforded to the mind in the acquisition of knowledge may be more valuable than the knowledge itself; but he contends that the same knowledge which contributes to complete living is also most valuable as an instrument of mental discipline.

He attaches, as might be expected, great importance to what he calls the Abstract-Concrete sciences:—

On the application of the simplest of these, Mechanics, depends the success of modern manufactures. The properties of the lever, the wheel-and-axle, &c., are recognised in every machine; and to machinery in these times we owe all production. Trace the history of the breakfast-roll. The soil out of which it came was drained with machine-made tiles; the surface was turned over by a machine; the wheat was reaped, thrashed, and winnowed by machines; by machinery it was ground and bolted; and had the flour been sent to Gosport, it might have been made into biscuits by a machine. Look round the room in which you sit. If modern, probably the bricks in its walls were machine-made; and by machinery the flooring was sawn and planed, the mantel-shelf sawn and polished, the paper hangings made and printed. The veneer on the table, the turned legs of the chairs, the carpet, the curtains, are all products of machinery. Your clothing—plain, figured, or printed—is it not wholly woven, nay, perhaps even sewed, by machinery? And the volume you are reading—are not its leaves fabricated by one machine and covered with these words by another? Add to which that for the means of distribution over both land and sea, we are similarly indebted. And then observe that according as knowledge of mechanics is well or ill applied to these ends, comes success or failure. The engineer who miscalculates the strength of materials, builds a bridge that breaks down. The manufacturer who uses a bad machine cannot compete with another whose machine wastes less in friction and inertia. The ship-builder, adhering to the old model, is outsailed by one who builds on the mechanically-justified wave-line principle. And as the ability of a nation to hold its own against other nations depends on the skilled activity of its units, we see that on mechanical knowledge may turn the national fate.

On ascending from the divisions of Abstract-Concrete science dealing with molar forces, to those divisions which deal with molecular forces, we come to another vast series of applications. To this group of sciences, joined with the preceding groups, we owe the steam-engine, which does the work of millions of labourers. That section of physics which formulates the laws of heat, has taught us how to economise fuel in various industries; how to increase the produce of smelting furnaces by substituting the hot for the cold blast; how to ventilate mines; how to prevent explosions by using the safety-lamp; and, through the thermometer, how to regulate innumerable processes. That section which has the phenomena of light for its subject, gives eyes to the old and the myopic; aids, through the microscope, in detecting diseases and adulterations;

and, by improved lighthouses, prevents shipwrecks. Researches in electricity and magnetism have saved innumerable lives and incalculable property by the compass; have subserved many arts by the electrotype; and now, in the telegraph, have supplied us with an agency by which, for the future, mercantile transactions will be regulated and political intercourse carried on. While in the details of in-door life, from the improved kitchen-range up to the stereoscope on the drawing-room table, the applications of advanced physics underlie our comforts and gratifications.

With these views of the supreme importance of Physical Science, our readers will not be surprised to find that Mr. Spencer does not approve of the ordinary curriculum of English education. He says:

That which our school courses leave almost entirely out, we thus find to be that which most nearly concerns the business of life. Our industries would cease, were it not for the information which men begin to acquire as they best may, after their education is said to be finished. And were it not for the information, from age to age accumulated and spread by unofficial means, these industries would never have existed. Had there been no teaching but such as goes on in our public schools, England would now be what it was in feudal times. That increasing acquaintance with the laws of phenomena, which has through successive ages enabled us to subjugate Nature to our needs, and in these days gives the common labourer comforts which a few centuries ago kings could not purchase, is scarcely in any degree owed to the appointed means of instructing our youth. The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence—is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas.

That part of Mr. Spencer's essay which treats on the preparation for parenthood may seem unpractical; but the only error we perceive in it is the assigning of a duty to school education which obviously belongs to a later period in life—later, but still antecedent to marriage. The common blunder is to leave parents to pick up from experience, often at the cost of all they hold dearest to them, lessons which they ought to have been formally taught.

A knowledge of the mind is as necessary to parents and teachers as a knowledge of the body.

Grant that the phenomena of intelligence conform to laws; grant that the evolution of intelligence in a child also conforms to laws; and it follows inevitably that education cannot be rightly guided without a knowledge of these laws. To suppose that you can properly regulate this process of forming and accumulating ideas, without understanding the nature of the process, is absurd. How widely, then, must teaching as it is, differ from teaching as it should be; when hardly any parents, and but few tutors, know anything about psychology! As might be expected, the established system is grievously at fault, alike in matter and manner. While the right class of facts is withheld, the wrong class is forcibly administered in the wrong way and in the wrong order. Under that common limited idea of education which confines it to knowledge gained from books, parents thrust primers into the hands of their little ones years too soon, to their great injury. Not recognising the truth that the function of books is supplementary—that they form indirect means to knowledge when direct means of seeing through other men what you cannot see for yourself—teachers are eager to give second-hand facts in place of first-hand facts. Not perceiving the enormous value of that spontaneous education which goes on in early years—not perceiving that a child's restless observation, instead of being ignored or checked, should be diligently ministered to and made as accurate and complete as possible—they insist on occupying its eyes and thoughts with things that are, for the time being, incomprehensible and repugnant. Possessed by a superstition which worships the symbols of knowledge instead of knowledge itself, they do not see that only when his acquaintance with the objects and processes of the household, the streets, and the fields, is becoming tolerably exhaustive—only then should a child be introduced to the new sources of information which books supply; and this, not only because immediate cognition is of far greater value than mediate cognition; but also, because the words contained in books can be rightly interpreted into ideas only in proportion to the antecedent experience of things.

Our space will not allow us to analyse the whole volume; but we trust that we have said enough to induce teachers to get it for themselves. They will find it of a very different character from the ordinary text-books on Method—less practical, perhaps, on the surface, but far more suggestive. The author aims at placing education on a rational basis; and his appeals to the intelligence of the reader cannot but be productive of good, even when the reader ventures to disagree with him.—*School Guardian.*

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED INTO THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 21ST SEPTEMBER TO 18TH OCTOBER 1878.

New Editions of the following Gujarati Books have been published :—

	Rs.	a.	p.
Hope's Outlines of Geography, Part II. Revised, corrected, and enlarged, by Rao Sahib Mahipatram Rupram, 2nd Edition	0	2	6
Mahipatram's Short History of Gujarat, 2nd Edition	0	1	0
Lalshankar's Elementary Arithmetic, 2nd Edition	0	10	0

A fresh supply of the following Gujarati Books has been purchased :—

	Rs.	a.	p.
Lalshankar's Bhutal Vidya, 3rd Edition	0	7	0

	Rs.	a.	p.
Gujarati Standard Copy Slip No. I.	0	3	3
Do. do. do. No. II.	0	3	0
Do. do. Copy Book No. III.	0	1	4
Do. do. do. No. IV.	0	1	4

New Sanskrit work published by the Department.

	Rs.	a.	p.
Vyákarana Mahábháshya of Patanjali, edited by Dr. F. Kielhorn, Vol. I., Part II.	2	0	0

Fresh supply of the following English Medical Text Books has been received from England.

	Rs.	a.	p.
Fownes' Chemistry, Organic and Inorganic, in 2 vols., by H. Watts. 12th Edition, 1877	9	4	0
Macnamara's Diseases of the Eye, 3rd Edition, 1876	6	4	0
Meadow's Manual of Midwifery, 3rd Edition, revised and illustrated, 1876	5	4	0
Green's Pathology and Morbid Anatomy, 4th Edition, revised and illustrated, 1878	5	4	0
Kirke's Hand-Book of Physiology, by W. M. Baker, 9th Edition, 1876	7	0	0
Gray's Anatomy, Descriptive and Surgical, 8th Edition, 1877	14	0	0
Robert's Theory and Practice of Medicine, 2 vols., 3rd Edition, 1877	11	0	0
Tanner's Practice of Medicine, 2 vols., 7th Edition, 1875.	15	12	0

Government Publications for sale.

	Rs.	a.	p.
Indian Law Reports, Allahábad Series, each monthly Part	1	0	0

DEPARTMENTAL NOTICES.

Increased or changed rates of Salary not to be drawn without pre-audit.

NOTIFICATION.

The subjoined Government Resolution No. 3341, dated 18th September 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction

Poona, Office of the Director of Public Instruction,
7th October 1878.

Salaries and Allowances. No. 3341.

FINANCIAL DEPARTMENT.

Bombay Castle, 18th September 1878.

Resolution of the Government of India, Financial Department, No. 2640, dated the 31st August 1878:—

"The Governor General in Council is pleased to direct that, in the Civil Department, no officer shall draw an increased or changed rate of salary, without pre-audit, or without a letter from the Accountant General authorising him to draw it. The Account Department should communicate to the officer concerned the effect of an order altering his salary, as soon after its receipt as possible."

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, all Heads of Offices under the several Departments, and the Accountant General.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS, including the COLLECTORS and SUPERINTENDENTS in SIND; the ACCOUNTANT GENERAL.

All Returns, Estimates, &c. to be on paper of foolscap size.

NOTIFICATION.

The subjoined Government Resolution, No. 3375, dated 20th September 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th October 1878.

Official Correspondence. No. 3375.

FINANCIAL DEPARTMENT.

Bombay Castle, 20th September 1878.

Resolution of the Government of India, Financial Department, No. 2615, dated 31st August 1878:—

"Read again—

"Resolution No. 855, dated 12th February 1876.

"RESOLUTION.—By the Resolution now read again, the Governor General in Council decided that returns and estimates submitted to the Government of India, in this Department, should, as far as possible, all be on paper of foolscap size.

"2. These instructions have not been universally observed, returns, such as applications for pensions, being still sometimes received on paper of larger sizes, without any apparent necessity.

"3. Not only is paper of the larger sizes disproportionately costly, but much needless petty inconvenience is caused in the transaction of business and the orderly arrangement of records, by the use of paper of various sizes.

4. "The several Departments of the Government of India, Local Governments, and officers corresponding with this Department of

the Government of India, are, therefore, requested to be good enough to conform in future to the Resolution of February 1876. So far as the Government in this Department is aware, the use of paper larger than foolscap is never necessary in the correspondence or returns that reach this office. With a little ingenuity, the largest returns can always be arranged upon paper of foolscap size."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat for information and guidance, with reference to this Government Resolution in the Financial Department, No. 891, dated 23rd February 1876.

2. The forms of applications for pension are printed foolscap size at the Government Central Press, and Government desire that the instructions of the Government of India, regarding the size of all forms which have to be submitted to them, be carefully attended to.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL; the SUPERINTENDENT, GOVERNMENT CENTRAL PRESS.

Rules regulating sanction of special additions to Salaries.

NOTIFICATION.

The subjoined Government Resolution No. 3491, dated 28th September 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st October 1878.

No. 3491.

Extract from the Proceedings of the Government of Bombay in the Financial Department, dated 28th September 1878.

Read the following Resolution of the Government of India, Financial Department, No. 2679, dated 31st August 1878:—

Read again—

Financial Resolution No. 3601, dated 30th September 1875.
" letter " 2452, " 28th April 1876.
" Resolution " 3018, " 9th December 1876.
" " " 667, " 7th February 1877.
" " " 3421, " 29th September 1877.

Resolution by the Home Department, Nos. 8½ to 20, dated 3rd February 1877. Read also—

Letter from the Home Department, No. 67, dated 17th July 1877, to the Government of Madras.

Letter from the Home Department, No. 68, dated 17th July 1877, to the Government of Bengal.

Circular from the Home Department, Nos. 2-69 to 76, dated 17th July 1877, to the Governments of Bombay, the North-Western Provinces, and Oudh, and the Punjab; the Chief Commissioners of the Central Provinces, British Burmah, Mysore and Coorg, and Assam; and to the Resident at Hyderabad.

Read—

Letter from the Government of Madras, No. 46, dated 4th February 1878.
" " of Bombay, " 5402, dated 31st August 1877.
" " of Bombay, " 1098, dated 3rd October 1877.
" " of Bengal, " 1695, dated 30th April 1878.
" " of the North-Western Provinces and Oudh, No. 337-A., dated 3rd October 1877.
" " of the Punjab, No. 349-S., dated 11th August 1877.
" Chief Commissioner, Central Provinces, No. 4146-136, dated 29th October 1877.
" " British Burmah, No. 1843-439, dated 12th September 1877.
" " Mysore, No. 6266-27, dated 28th September 1877.
" " Assam, No. 2417, dated 12th September 1877.
" Resident at Hyderabad, No. 9-P., dated 4th August 1877.

OBSERVATIONS.—In September 1875, it was determined that, without the previous sanction of the Governor General in Council, no addition to any salary paid from Imperial Funds should be made from Provincial or Local Funds, or from the income of any Ward's estate, or from any other Funds administered by the Government or its officers as trustees; and that, without the previous sanction of the Local Government, no addition to any salary paid from Provincial Revenues should be made from the income of any Ward's estate, or from any other Funds administered by the Government or its officers as trustees. In April 1876, it was further ruled that a public servant should not receive pay from a

Municipality without the previous sanction of the Government given in the manner prescribed by the Resolution of 30th September 1875.

2. In December 1876, the general principle was affirmed, that when the whole time of an officer is paid for by the State, the Government is at full liberty to employ him in his own sphere upon the public service in such manner as may be convenient; and that such an officer is not entitled to separate or additional remuneration for any duty which he may be required to perform connected with a service the cost of which is borne by Local Funds. It was ruled that an Officer who would have no claim to extra remuneration from the General Revenues, if any duty which he might be required to perform were connected with some service, the cost of which was a charge upon the General Revenues, is not entitled to extra remuneration because such duty may be connected with a service paid for from Local Funds.

3. In February 1877, it was ruled that the grant of extra allowances to Government servants for the performance of duties connected with Local Funds, should be subject to sanction by the Government of India. The Rule provided, however, that, when any officer, who was already in receipt of such extra allowance, went on leave, the extra allowance drawn by him might be continued to his *locum tenens*, either in whole or in part, as might be determined by the Local Government; but that, if any post to which such allowance was attached was permanently vacated by an officer, it should not be continued to his successor, unless under the special or general sanction of the Government of India.

4. In September 1877, an order was issued to the effect that, if any bonus or honorarium for work done out of office hours was paid to any public officer, it should be recorded in the public accounts as salary and be made subject to the rules which govern additions to salary; that is to say, if the bonus or honorarium was paid to an officer whose salary was recorded in the Imperial section of the accounts, the sanction of the Government of India, in other cases the sanction of the Local Government, was required before the charge could be admitted in the public accounts, Imperial or Provincial.

5. In February 1877, again, an order was issued forbidding the grant of fees to public officers who were required to conduct compulsory examinations necessary for the efficiency of the administration. This order, however, did not discontinue the grant of fees to examiners conducting University and other examinations of a voluntary and not compulsory character, although Government might be indirectly interested in them.

RESOLUTION.—The present policy of the Administration calls for the supersession in some cases, and modification in others, of these orders, and their issue, as modified, in a consolidated form. Accordingly, His Excellency the Governor General in Council is pleased to direct the supersession of all the orders recited in the preamble to this Resolution, and, in lieu thereof, to pass the following Rules to regulate the powers of Local Governments to sanction special additions to salaries, which are not authorized by any general or special orders of the Government of India :—

1. Unless, in any particular case, it be otherwise distinctly provided, the whole time of a public officer must be held to be paid for by the State, and he may be employed in any manner required by proper authority, within his own branch of duty, without claim for additional remuneration, whether the services rendered are such as might, ordinarily, be paid for from the Imperial or Provincial Revenues, or any Local Fund.

2. A Local Government may, however, sanction an addition to the pay of any officer employed under its orders for the performance of any special duty, outside the duties of his regular appointment, as a charge against any Fund administered under the Local Government including Municipal or Port Trust Funds, or Ward's estates.

Provided that without the previous sanction of the Government of India and Secretary of State, no such addition shall raise the total emoluments of any officer to more than Rs. 5,000 yearly.

3. A Local Government may also sanction a grant to any officer from Provincial Revenues, as a bonus or honorarium, for work done out of office hours and beyond the regular duties of his office, payment for which is a proper charge against those Revenues.

4. A similar grant, under like conditions, may be made by a Local Government from Imperial Funds within a limit of Rs. 200 in each case, and on the understanding that no excess over the Budget Grant for the Head of Service concerned, is caused thereby.

5. Remuneration shall not be given under these Rules for superintending examinations rendered compulsory on persons belonging to the Public Service, but may be granted in the case of examinations of candidates for admission to the Service, or where it has been specially authorised heretofore, or when the fees received from the persons examined meet the whole charge.

6. Excepting in the case of examinations referred to in Rule 5, these Rules shall not be applicable to any officer whose pay exceeds Rs. 400 monthly.

7. In other cases not provided for by existing special orders, the sanction of the Government of India should be obtained to the grant of remuneration, in addition to the fixed pay of any public officer.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance.

2. A copy should also be published in the *Bombay Government Gazette.*

Ordered that copies of the above be forwarded to—

All DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the SEVERAL DEPARTMENTS of the SECRETARIAT, including the COLLECTORS and SUPERINTENDENTS in SIND; the ACCOUNTANT GENERAL.

E. W. RAVENSCROFT,
Chief Secretary to Government.

Rules for the regulation of Official Advertisements.

NOTIFICATION.

The subjoined Government Resolution, No. 3159, dated 17th October 1878, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st October 1878.

Advertisements. No. 3159.

GENERAL DEPARTMENT.

Bombay Castle, 17*th October* 1878.

Memorandum from the Government of India, Home Department, dated 4th October 1878—Forwarding, for such action as may be deemed necessary, a copy of their following Resolution of the same date, No. 1801 :—

"In Resolution Nos. 390-406, dated the 27th February last, the Governor General in Council remarked upon the practice whereby private advertisements were published in Government official gazettes, and on the custom of publishing advertisements and notices of great importance only in gazettes, although but a very small section of the public have access to official gazettes. Instructions were issued in that Resolution to the effect—

(1) that the publication of private advertisements in official gazettes should, as far as possible, be discouraged;

(2) that under no such circumstances should such private advertisements be admitted to the columns of gazettes, at rates more favourable than those charged by newspapers, save in the case of public bodies (such as the Asiatic Society) which may already enjoy the privilege of inserting their advertisements free;

(3) that many Government advertisements might, with advantage both to the public and to Government, be published in the newspapers, as well as, or instead of, in the official gazettes, such, for instance, as—

(*a*) Postal or Telegraph Department notices; Marine Department notices; State Railway notices; Currency Department notices;

(*b*) advertisements regarding transactions in which Government is to be either a buyer or a seller in one of the many Departments, which have cause either to buy or sell goods.

" 2. The Governor General in Council when thus pointing out to Local Governments and Administrations, and to public Departments, the expediency of giving wider publicity to advertisements, abstained from laying down any precise definition of the advertisements to which extended publicity should be given, and left the matter to the discretion of the several local and Departmental authorities. It appears that as yet very imperfect action has been taken on the orders of February last. The Press Commissioner has brought to notice, among other cases, the following:—

(1) *Punjab Gazette for 4th July* 1878.—An advertisement inviting tenders for the supply of malt liquor to British troops during 1879, at stations reaching from Muttra to Peshawur; an advertisement of a Pushtoo text-book, which was to be sold at the Punjab Bank, Rs. 20 per copy; an advertisement of the cinchona febrifuge, which was to be had at the Botanical Gardens, Calcutta, for Rs. 20 per one lb. tin;

(2) a letter from the Head Commissioner of Currency, and from the Financial Department of the Government of India, refusing to sanction expenditure, not heretofore incurred, for advertising the loss of currency notes;

(3) a letter from the Home Department of the Government of India, intimating that it was not considered necessary to re-publish, in the public journals, a notification concerning the presentation of memorials to Her Majesty the Queen Empress;

(4) *Gazette of India, dated 8th June* 1878.—A notice to mariners regarding a light at Colombo; an invitation to persons who might be willing to take a lease of the Great Coco Island;

(5) *Assam Gazette, dated 30th April* 1878.—A section of the gazette set apart for advertisements and notices by private Companies and Corporations, containing advertisement of Anglo-Indian Carrying Companies, patent wheel hoes, rooms to let at Shillong, kerosine oil for sale, a strong teakwood dog-cart, and a manual of kitchen gardening;

(6) *Postal notices*—of unclaimed letters, of alterations in the rates of postage, of the Simla carriage dak, of the despatch of mail steamers, some of which were sent to newspapers marked as 'not advertisements;'

(7) *Madras (Fort St. George) Gazette, dated 7th May* 1878, containing calls for tenders from the Commissariat Department, from the Harbour Works, from the Army Clothing Department, from the Superintending Engineer, Simla Water-works; notices of the cinchona febrifuge, of sandalwood sales in Coimbatore, of waste-land sales on the Nilgiri hills, of famine cloths for sale in Salem, and of vacant clerkships, surveyorships, and schoolmasterships in Government and in private establishments.

"3. His Excellency the Governor General in Council believes it to be very probable that some of these advertisements appeared in public journals as well as in the gazettes; in such cases, there can be no objection to the publication of such notices in the Government Gazettes also. It is understood, also, that in remote provinces like Assam or Nagpore, notices are published in the official gazette, because there is no local newspaper at all. But even in such cases, the departure from the principles laid down in the Resolution of February last either affects the newspapers which may happen to circulate in such a province, or else prevents the successful establishment of a local journal. Such local newspapers, though they may have their shortcomings, must, in the end, do much good to the provinces where they may be started.

"4. The Governor General in Council recognises that it can rarely be expedient for a Government department to publish its advertisements in every journal in this country, though, in the case of some postal notices, such publication might be decidedly beneficial. Each Government or Department would naturally select one or more journals, such as circulate most largely among the communities for whose information a notice was intended. Some notices would be published in vernacular journals, and some in English newspapers. His Excellency the Governor General in Council is confident that, after this second expression of the views of the Government of India, public servants of all provinces and all departments will do the best to give effect to those views. In some departments, there may at first be some small additional expense; but, in the end, the objects of the public and of the Government will be better served.

"5. In order that there may be no doubt about the intentions of the Government of India, the Publisher of the *Gazette of India* will be directed not to publish, without special orders of the Government of India, any notice or advertisement, save those which he is compelled to publish by law, unless the officer sending the notice or advertisement certifies that it has been either published, or sent for publication, in at least one public journal."

RESOLUTION.—Copy of this Resolution should be sent to all Departments for information and guidance.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT, the ACCOUNTANT GENERAL, the SUPERINTENDENT GOVERNMENT CENTRAL PRESS, all other HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT, including the COLLECTORS and SUPERINTENDENTS in SIND.

School Ink may be purchased in local markets instead of being obtained from Superintendent of Stationery.

NOTIFICATION.

The subjoined Government Resolution No. 3829, dated 23rd October 1878, Financial Department, is published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st October 1878.

Stationery. No. 3829.

FINANCIAL DEPARTMENT.

Bombay Castle, 23rd October 1878.

Transfer from the Educational Department of the Secretariat, No. 1195, dated 4th October 1878, of the following paper:—

Letter from the Acting Director of Public Instruction, No. 2697, dated 26th September 1878—Submitting, for consideration and orders, copy of a letter from the Acting Educational Inspector, C. D., who details the circumstances under which the Accountant General objects to a charge incurred in the Fort Branch Anglo-Vernacular Government School, Bombay, for ink for the use of the students; and requesting that the Superintendent of Stationery be directed to admit indents for stationery for Government schools, even when in excess of the sanctioned scale, if they are countersigned by the Inspector, and in the present case the Accountant General be directed to admit the charge objected to.

Memorandum from the Superintendent of Stationery, No. 1691, dated 9th October 1878—Reporting that he does not think it advisable that black ink powder, for the use of school boys, should be supplied by the Stationery Department, as it has no means whatever at command to control its expenditure, and that as the ink required for the boys is generally prepared from very common stuff, he sees no objection to the Head Masters being allowed to purchase materials for preparing it from the local markets.

Memorandum from the Accountant General, No. P.A.-10049, dated 16th October 1878—Stating that in matters connected with the consumption of stationery, the Superintendent of Stationery has been invested with power of control, and as the curtailment of an indent by that officer was put forward as the ground for the charge, it was disallowed by his office, and adding that, as it now appears that the Superintendent left the school boys entirely out of account in regulating his supply, and recommends for their use ink prepared from cheap materials purchased from the bazar, his office will have no objection to pass the present and future charges on this account.

RESOLUTION.—Under the circumstances explained, the charge that has been held under check may be passed, and, for the future, the course suggested by the Superintendent of Stationery should be followed.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION, the ACCOUNTANT GENERAL, the SUPERINTENDENT of STATIONERY, the EDUCATIONAL DEPARTMENT of the SECRETARIAT (with the transfer).

Dharwar Training College Provisional Code.

The following Rules for the regulation of the Dharwar Training College are published for the information of Educational Officers.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st October 1878.

Provisional Code of Rules of the Dharwar Training College.

1. The Dharwar Training College is maintained for the instruction of Vernacular Masters and Assistant Masters in the profession of teaching.

2. Stipends or subsistence allowances will be granted to a certain number of students under training for Teacherships. There shall be three grades of stipends which shall be tenable for one year:—

Stipends of Rs. 8 for third year students.
Stipends of Rs. 7 and 6 for second year students.
Stipends of Rs. 6 for first year students.
A certain number of free students will also be admitted.

3. The training shall be divided into three separate courses with terminal and final examinations as stated below.

4. No student shall be passed for a Mastership or Assistant Mastership until he has been at least two years in the College.

5. Students passed for Teacherships at the end of the second and third years respectively shall be ranged in a list in order of merit, and shall also be divided into a 1st and 2nd class, and shall receive certificates of being entitled to the following rates of fixed pay:—

Third year's men { 1st Class, Rupees 25.
2nd Class, Rupees 20.

Second year's men { 1st Class, Rupees 15.
2nd Class, Rupees 12.

6. The passed students shall have their choice according to their order on the list of such vacant Masterships or Assistant Masterships as are available, but it is to be understood that this Department does not bind itself to employ them unless there be vacancies.

Entrance.

7. Students will be admitted yearly in November. There shall be no separate entrance examination as hitherto, but candidates who have already passed the 6th standard Public Service Examination within the preceding 18 months will be arranged for each sub-division in order of merit by marks, and the vacant stipends shall be allotted to those who may have obtained the highest marks in order:—

Course of Study. First Year.

8. The first year's course will comprise a thorough revision of the subjects of Standards I.—VI. for Vernacular Schools. The annual terminal examination, at the close of the year, will be held under Standard VI. with the addition of—

	Marks.
1. Sanskrit Rupavali, Rules of Sandhi and Primer complete	50
2. General principles of school management and acquaintance with the principles laid down in the first 29 pages of Fowler—	
Written	50
Oral	50
3. Elementary Natural Science as given in the 6th Book, and acquaintance with the subjects given in pages 1 to 68 of Keropant's Natural Philosophy	50
4. Gymnastics	25
5. Elementary free hand and plan drawing	50

9. The second year's course is designed to train Vernacular Masters to teach thoroughly the subjects of Standards I.—V. for

Vernacular Schools. The annual terminal examination will embrace the subjects of Standard VI. with the addition of—

1. Euclid, Book II.	The marks of the 1st head of the 6th Standard to be distributed as follows :—	
	Arithmetic	75
	Euclid	50
	Native Accounts	25
2. Sanskrit, 250 Shlokas of Valmikâ's Ramayana and the first 12 Lessons of the Second Book (Canarese translation)		50
3. School system, Departmental forms and returns, Method, Art of teaching with effect, Acquaintance with the principles laid down in Fowler's Art of Teaching—		
	Written.	100
	Oral	100
4. Elementary Physical Geography as given in pages 1—262 of Bhujangrao's Canarese Physical Geography		50
5. Natural Science, Properties of Fluids and Gases, pages 1—102 of Keropant's Natural Philosophy		50
6. Canarese. In addition to Prose Books, 150 Shatpadis of Jayamini and Grammar		100
7. Drawing—Free Hand, Perspective, Plan and Map Drawing		50
8. Gymnastics		25

Third Year's Course.

10. The third year's course is designed to train Vernacular Masters to teach in a masterly manner the subjects of Standards I.—VI. for Vernacular Schools. The annual terminal examination will include the following subjects :—

		Marks.
1. Mathematics.	Arithmetic complete	50
	Algebra, up to and including quadratic equations	50
	Euclid, Books I.—IV.	50
2. Vernacular Poetry.	Rajashekhara, Chapter II. Jayamini, 150 Shlokas Ramayana, 150 Shlokas	100

With scholarly knowledge of Canarese Grammar and Prosody and essay writing.

3. History—History of India, detailed Government and Political system of India and of countries in contact with it	75
4. Geography—General knowledge of the Physical and Political Geography of the World—Map drawing of any part of Asia from memory, with latitudes and longitudes	75

5. Natural Philosophy and Elementary Astronomy—As given in pages 1—252 of Keropant's Natural Philosophy and Bhujangrao's Physical Geography	100
6. Sanskrit—Three cantos of Raghu and the first twenty lessons of the 2nd Book (Canarese translation)	50
7. School System and Method—Thorough knowledge of Departmental forms and returns and advanced knowledge of Method or Art of Teaching with effect the whole of Fowler—	
Written	100
Oral	100
8. Drawing—Free Hand, Perspective, Plan drawing and Estimating, and designing a school-house	50
9. Gymnastics	25

Examinations.

11. The year is divided into two terms, the first commencing on the 13th of Kartik Shuddha and ending on the 25th April; the second commencing on the 10th of June and ending on the 11th of Ashvin Vadya. At the end of the first term of each year there will be a terminal College examination, held by the Principal and masters, summing up and testing the progress made in the first term. Stipendiary students who fail at this examination, will be liable to lose their stipends at the discretion of the Educational Inspector.

12. Examinations for certificates will be held at the end of the second term in each year by the Educational Inspector of the Division, aided by the Principal and one or more Deputy Inspectors. There will be separate papers for the second year and third year students.

13. Untrained Masters and Assistant Masters employed before 1st January 1871 may be admitted to examination for certificates by special permission of the Educational Inspector; but no Master or Assistant Master employed after 1st January 1871 can be admitted to any Training College Examination without attending the college for at least two years. Nor can any such Master or Assistant Master enter the Training College without satisfying the Principal that he has passed the second class certificate examination for public service.

14. Students who fail to pass the examination at the end of the preparatory year may be dismissed from the college at the discretion of the Educational Inspector.

Classification for Appointments.

15. The students of the second and third years will be ranged in separate lists in order of merit according to the number of marks obtained. Those who obtain 60 per cent. of the whole number of

marks, will form the 1st class in each year. Those who obtain less than 60 but more than 33 per cent., will form the 2nd class. Classed students will be held to have passed the examination. Those who are not classed will be held to have failed and will be remanded for further study or discharged at the discretion of the Educational Inspector. No student will be placed in a class who gets less than 30 per cent. of the marks for any subject.

16. Classed students will be granted certificates of the 1st and 2nd class signed by the Educational Inspector and the Principal in form appended, and will then have the choice of vacant appointments in their order of merit according to Rule 6, third year men having priority of choice.

17. Students who pass at the second yearly examination shall only be allowed to proceed to the third year's course when specially selected by the Educational Inspector, and second year students shall not have any claim by right to be appointed masters of the Superior Vernacular Schools.

18. All trained Masters and Assistant Masters employed in the Southern Division will have their pay and allowances regulated in accordance with Section IX. of the Standard Rules for Vernacular Masters of the Central Division, until separate rules are sanctioned for the Southern Division.

Internal Discipline, Vacation, Leave of Absence, &c. &c.

19. Rules on these subjects sanctioned from time to time by the Director of Public Instruction shall be considered Rules of the College.

Certificate.

We certify that * * * having completed the year's course at the Dharwar Training College, was admitted to the final examination for a certificate in * * 18 , and having obtained per cent. of the whole marks and at least 30 per cent. for each subject, was placed in the * class and is thereby entitled to Rupees * and allowances.

Dated

Educational Inspector, Southern Division.

Principal, Training College, Dharwar.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH SEPTEMBER TO 15TH OCTOBER 1878.

27th September 1878.—One year's leave without pay, is granted to Mr. Manilal Govindrai, First Assistant Master, Bhownagar High School.

27th September 1878.—Mr. Dhirajram Vishwanath Vyas, B.A., Fourth Assistant Master, Ahmedabad High School, is appointed substantive *pro tem.* First Assistant Master, Bhownagar High School, *vice* Mr. Manilal Govindrai on leave.

30th September 1878.—One year's leave without pay, is granted to Mr. Hormasji Cowasji Bharucha, Second Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay.

30th September 1878.—Mr. Barjorji Sorabji Chini, Third Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay, is appointed substantive *pro tem.* Second Assistant Master in the same school, *vice* Mr. Bharucha on leave.

30th September 1878.—Mr. Sorabji Ruttonji Master, B.A., is appointed substantive *pro tem.* Fourth Assistant Master, Ahmedabad High School, *vice* Mr. Vyas transferred to Bhawnagar.

30th September 1878.—A further extension of sick leave for six weeks is granted to Mr. Govind Keshava Sabde, Acting Head Master, Jagannath Shankershet School.

30th September 1878.—An extension of two and a half months' sick leave is granted to Mr. Laxuman S. Kolatkar, First Assistant Master, Kolhapur High School.

2nd October 1878.—The appointment of Chunilal Icharam Mehta, as Fourth Assistant Master in the Junaghar High School, is cancelled.

14th October 1878.—Mr. Gangadhar Lakshuman Joshi, First English Clerk, is temporarily transferred as English Teacher Second Grade Anglo-Vernacular School, Malegaon.

14th October 1878.—Mr. Dhondu Venkee Jakatdar, English Teacher, is temporarily transferred as First English Clerk in the Office of the Educational Inspector, North-East Division.

14th October 1878.—Mr. Hargowind Narsiram, Head Master, Umreth Vernacular School, is appointed Taluka Master at Pardi.

14th October 1878.—Chhotalal Hargawand, Taluka Master, Pardi Vernacular School, is appointed Taluka Master at Thasara.

14th October 1878.—Mr. Chhaganlal Manekjee, Taluka Master, Mahuda Vernacular School, is appointed Head Master, Umreth Vernacular School.

14th October 1878.—Mr. Jethalal Asharam, Taluka Master, Thasara Vernacular School, is appointed Head Master, Mahudha Vernacular School.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th October 1878.

THE

Bombay Educational Record.

No. 12.] DECEMBER 1, 1878. [Vol. XIV.

THE MONTH.

THE Municipal Corporation of Bombay have again shown their interest in the extension of primary education in the city, by voting, in addition to the usual annual sum of Rs. 15,000, a special sum of Rs. 2,000, to be expended on school furniture and apparatus. We believe that most of this will be made in the Municipal workshops, an arrangement that will be satisfactory to all parties, as the work turned out by Mr. Rowe, the Superintendent, is usually excellent.

THE splendid free library of Birmingham which contained amongst other treasures a Shakespeare collection of 12,000 volumes, relating exclusively to the works of the poet, has been destroyed by fire. The Shakespeare collection contained specimens of all the translations of Shakespeare known, including those into modern Indian vernaculars. The collection is in course of re-forming, and contributions from India would no doubt be acceptable.

THE following memorial, signed by the Head Masters of the following schools and colleges—Eton, Winchester, Westminster, St. Paul's School, London, Harrow, Rugby, Sherborne, City of London School, University College School, Manchester Grammar School, and Owens College, Manchester, and by a number of noblemen and gentlemen—on the subject of Greek being one of the compulsory subjects in the Previous Examination, has been published for the information of the Senate, by the Vice-Chancellor of Cambridge University:—"We, the undersigned, considering the fact that the present regulation according to which a knowledge of Greek is required from all candidates for the Previous Examination at Cambridge, has the effect of excluding a large and increasing number of able and deserving students from the benefits of a University education, respectfully pray that the authorities of the University will be pleased to take into consideration some means whereby candidates for an Honour Degree may be relieved from the obligation of passing an examination in Greek." When the regulations for the Previous Examination were revised in 1873, a proposal was made to allow candidates to present themselves for examination in French or German in lieu of Greek, but it was rejected by the Senate—81 voting in its favour and 90 against. On the 7th of November, 1878, a relaxation was made in favour of Indian candidates, who are now permitted to substitute Sanskrit or Arabic in place of Greek; and this, although opposed, was carried by 55 to 14. There seems very little doubt that the Council of the Senate will regard this influential memorial with favour, and propose a grace making Greek optional, and introducing French and German, as originally proposed under the scheme now in operation.

THE *Academy* is glad to learn that Mr. Herbert Spencer's cheap edition of his four essays on Education has rewarded his expectations. Within a couple of months almost all the copies printed have been sold off, and a fresh issue is contemplated. We should be glad to think that a good number of copies had found their way to India.

MR. GOSCHEN, M.P., speaking recently to the students of University College, Bristol, made an earnest protest against the tendency to acquire what he called useful "saleable knowledge," to the exclusion of that purely mental training which enlarged the capacity of the mind. He recommended political economy as a subject which, however, specially combined these two elements, and advocated the study of modern history and physical science.

BOOKS AND THEIR MISUSE.

Mr. Frederic Harrison, the well known Comtist writer has been delivering an interesting lecture at the London Institution, first announced as on the "Abuse of Books," but which he said he should prefer to convert into "Misuse". There were, he said, many ways in which books might be misused. Many persons occupied a large part of their lives in buying books without having any real intention to read them. Some persons thought books especially valuable because they were unique. The worst misuse of books was the reading of that which was utterly trivial, about unimportant persons or unimportant events, while leaving unread some of the greatest books of the world. The love of reading had to be guarded. It was important to know what class of books to read. He was inclined to think that the most useful part of reading was to know what to avoid. The dangers of literature were in this way as great as the dangers of the world. The high pressure life of emergency of the day, brought with it peculiar difficulties. The enormous multiplication of modern books was not favourable to the reading of the best. There never was a time during the last three hundred years when the difficulties in the way of making efficient use of books were greater than they were to-day. Was not simply being entertained by books to cease to be inspirited by them? The very infinity of opportunities was robbing us of the power of using them. Of course he admitted the great benefit produced by the invention of printing, but it had not been a good wholly unmixed. The gain was one which entailed on us heavy responsibilities. Poetic and emotional literature was good—that which struck upon the thoughts and touched the heart. It would be well instead of devoting themselves to ephemeral literature, to address themselves to the perennial products of human genius. He was against any particular idol or set of idols. The great poets of the world were as many-sided as human nature itself. He was in favour of the school of all the great men, and against the school of the small men. It was a work of determined effort to master the works of the greatest poets. He contended that in the works accepted by the united voice of mankind as matchless and supreme there was a library at hand for every man. A lifetime was not more than was required to know as they ought to be known the works of these writers of genius. It was too much the habit to read essays upon the works of a poet rather than the works of the poet himself. As Bishop Butler has said, "No time is spent with so little thought as the greater part of that which is spent over books." He protested against the mania for reading old and out-of-the-way books, simply because they are such, while forgetting others. For his own part, he preferred a book which was beautiful in itself to one which was simply rare. As to the best hundred books or so the world had been agreed long ago, and a man might well make a catalogue of the best books for himself, though not to the exclusion of all others.

ENCOURAGEMENT OF GUJARATI LITERATURE.

The following Resolution of the Cutch Council of Regency, under the signature of the Dewan, Mr. Manibhai Darbai, has been recently published in English and Gujarati, and we have much pleasure in bringing it to the notice of our Gujarati readers:—

It appears highly desirable to encourage the study of Gujarati, the vernacular language of Gujarat and Cutch, and to assist those who endeavour to improve the Gujarati language and literature by publishing original works or translations from English or Sanscrit.

2. His Highness the young Rao has also expressed his wish to encourage the laudable task of forming and developing the current dialect of H. H.'s territories.

3. With the object of carrying out the wishes of H. H. the Maharaja, and the desire of the Council of Regency, it has been decided that two prizes should be given, after open competition, through the Gujarat Vernacular Society at Ahmedabad, every year.

4. The value of the prizes will be from Rs. 200 to Rs. 400 each.

5. H. H. the Rao desires to pay for one of these prizes every year, on the anniversary of the date of his auspicious birth (Shravan Sud 13th).

6. The Council of Regency will pay for the other from the State Funds, on the first day of every Cutchi new year (Ashád Sud 2nd).

7. The essays must be an original composition and a translation or adaptation from English or Sanscrit.

8. The subjects of the essays will be selected by the Council of Regency in consultation with the Gujarat Vernacular Society.

9. The Gujarat Vernacular Society will first examine the essays and send them up, with their opinion, to the Council of Regency.

10. The Council, after taking such opinion into due consideration, will award the prizes to the essays they deem most deserving.

11. The prizes shall be designated the "Rao Shree Khengarji" prizes.

12. The subjects of the essays for each year will be declared on the two above mentioned days; and the successful prize essays for the past year will be announced on the same days also.

13. The essays should be sent in within nine months, at the latest, from the day of announcing the subject.

14. The Council of Regency reserve to themselves the choice of allowing the copyright to the author of the essays, or retaining it for the Durbar.

15. These rules are subject to such alterations as may appear, from time to time, necessary and expedient, to the Council of Regency.

SANSCRIT MANUSCRIPTS.

(*Concluded from page* 236.)

CENTRAL PROVINCES.

The Chief Commissioner of the Central Provinces sent copy of a letter* from the Inspector General of Education, who, after giving a narrative of what was done towards publishing a

* No. 3131—139, dated 15th August 1876.

catalogue of Sanscrit manuscripts discovered in those Provinces, and how the copies of the catalogue were distributed, reported as follows :—

"I have acquired, in original, no manuscripts for Government, but have obtained copies of the following manuscripts, which are placed in the Museum Library, Nagpur :—

(1) Ratnamanjuri, by Rajasekhara (drama).
(2) Púrva mímánsá sútram, by Jaimini (Púrva Mímánsá).
(3) Nyayaprakashtika, by Anantadeva.

"I have also sent copies of the above manuscripts to Professor Kielhorn, together with two copies of Harikari Karyakhyanam, by Helaraja (grammar), and I have sent two copies of manuscripts to Dr. Bühler, namely, Chandraloktika (rhetoric) and Sekharanabha (drama). No other Oriental scholars have asked for any manuscripts, excepting Captain Jacob, Inspector of Army Schools, Bombay, and he will receive a copy of the manuscript he requires.

"I have not received any desiderata, though it was supposed such would from time to time be forwarded,—*vide* para. 4 of Nos. 4349 to 4354 of 3rd November 1868. I would add that, so far as I have had copies taken of manuscripts, generally themselves copies, I have found such manuscripts to be very incorrect. I do not for a moment believe that many manuscripts, in addition to those already catalogued, exist in the Central Provinces. There is not a single seat of ancient Sanscrit learning in those Provinces. The few manuscripts that exist were probably brought from Northern or Western India by immigrant pundits, not, I should say, themselves very learned men, but rather adventurers who accompanied invading Marathas. Even now there are only 13 towns in the Central Provinces of more than 10,000 inhabitants. In other parts of India Sanscrit learning is dying or dead; here it never existed, and is not likely now to commence. Dr. Haug, mentioned by the Officiating Home Secretary, is not, I believe, now in India. I have no doubt that Professors Kielhorn and Bühler do continually find fresh manuscripts of value in the Deccan, Gujarat and Cashmere, where Sanscrit learning once flourished. Possibly they would be equally successful in Bengal and the North-Western Provinces, but even their learning and activity would, I am afraid, fail to detect manuscripts of value in these rudely rustic Provinces, where in some places a bamboo guitar is esteemed a treasure, bows and arrows weapons not to be despised, and the people are not Hindus, still less Brahmans. It might be supposed that as of late years the Mahanadi and Nerbudda have grown in reputed sanctity, the influx of Brahmans with pilgrims would have introduced perhaps stray Sanscrit manuscripts. But these directors of religious ceremonies are the most illiterate of their caste, and even if they know a little Sanscrit, only value their knowledge as it enables them to eat a piece of bread. I believe it will be quite sufficient to direct Zila Inspectors to send in once a year reports of any Sanscrit libraries they may have discovered and been able to examine, or when Pundit Vishnu Shastri has finished his archæological work he may once again be appointed to see what fresh Sanscrit manuscripts he can bring to light. In this case a grant of not less than Rs. 1,080 annually will be necessary, and I am much afraid that there will be no results commensurate with the outlay."

MADRAS.

Nothing appears to have been done in Madras towards carrying out the scheme. The duty of giving effect to the instructions* of the Government of India was entrusted in December 1868 to Mr. Pickford, then Professor of Sanscrit in Madras, but that gentleman returned to Europe on sick leave and never returned. Two native gentlemen successively officiated in this place until 1872, when Dr. Oppert arrived. Dr. Oppert states that the contents of the orders of the Government of India dated 3rd November 1868 were unknown to him up to 18th May 1876, when he received a copy from the Director of Public Instruction. He remarks that, had he been acquainted with that order, he should have gladly acted according to it, the more so as he learnt there was a yearly allowance of Rs. 850 assigned to the Library to fulfil the demands of that order. Mr. Pickford had stated that he had two catalogues in hand when he left India, that one of them was fairly advanced and already in process of printing at the Foster Press, and that copies of both these catalogues were deposited in the Oriental Library. Mr. Powell, however, reported that he had had a search made for these catalogues by the native gentleman who was appointed to act for Mr. Pickford, and that they could not be found.

* No. 391, dated 6th October 1876.

The Madras report also shows that Mr. Burnell's services were in November 1870 placed at the disposal of the Chief Commissioner of Mysore for the examination of Sanscrit manuscripts at Mysore.

OUDH.

The Chief Commissioner submitted a letter* from Mr. Nesfield, the Director of Public Instruction in Oudh, containing the report called for.

* No. 3015, dated 5th July 1876.

It appears from the Chief Commissioner's letter that, on receipt of the Resolution of the Government of India, dated 3rd November 1868, the Deputy Commissioners of the several districts were requested to prepare, with the co-operation of learned natives, lists of Sanscrit manuscripts in Oudh. These lists were received in 1871, and were found very incomplete. Mr. Browning, then Director of Public Instruction in Oudh, was requested to take the necessary steps for carrying out the scheme.

Mr. Browning proposed that the scholar to be appointed to search for additional manuscripts and prepare the quarterly lists should be Pundit Devi Prashad, Head Master of the Model School, Lucknow, and he suggested that the sum sanctioned by the Government of India for Oudh, viz. Rs. 1,600 per annum, should be drawn annually for five years and formed into a fund, and that any saving which might accrue after a lapse of five years could be returned to the Treasury, after the plan adopted in the North-Western Provinces. In July 1871 the Chief Commissioner approved of the appointment of Pundit Devi Prashad for the search of manuscripts and preparation of quarterly lists. But in regard to the financial proposal respecting the annual allotment of Rs. 1,600 made by the Government of India, Mr. Browning was informed by the Chief Commissioner that the sums sanctioned for the years 1868-69, 1869-70 and 1870-71 had lapsed, and that in the current year's budget only Rs. 900 had been provided.

Mr. Nesfield, the present Director of Public Instruction, reports as follows:—

"First as to the discovery of Sanscrit manuscripts and the submission of lists. From June 1871 up to the end of the calendar year 1875, an interval of four years and a half, 13 fasciculi or lists of manuscripts were compiled, or three on an average each year. The rule prescribed by the Government of India in their original scheme that a new fasciculus should be sent up every quarter was not carried out. One reason was that the late Director could not spare Pundit Devi Prashad from his duties as Head Master of the Model School; consequently only three fasciculi out of the 12 were compiled from June 1871 up till Mr. Browning's departure from Oudh in October 1873, a space of two years and five months, and only Rs. 830 were paid by the Chief Commissioner on account of the Pundit's travelling bills. But it would have been difficult in any case to send up four valuable lists every year, for in Oudh there are no Sanscrit toles (or universities, if the term may be used), such as exist, or did exist, in Lower Bengal. The libraries are not usually found in cities or in the larger towns, but have to be hunted for in villages and the more secluded towns, in the schools or houses of pundits. The first of the 13 lists or fasciculi alluded to was merely a compilation of the lists furnished by Deputy Commissioners and forwarded to Mr. Browning. The rest are lists of manuscripts which have been discovered by the Educational Department through the agency of Pundit Devi Prashad. In the opinion of the late Director, Mr. Browning, the first is of less value than the two other lists which were prepared during his incumbency.

"A few remarks as to the owners of manuscripts, the authenticity of the same, and the state of preservation in which they are found, may not be out of place before proceeding further. The only possessors of manuscripts are pundits, that is, Brahmins. These may be divided into (*a*) pundits of independent means, and (*b*) pundits who live by their profession. Of the former class some are men of literary tastes, who preserve or collect manuscripts for the sake of studying them; others are illiterate men, who preserve the manuscripts bequeathed to them merely as sacred family furniture.

"In Oudh the only native libraries that had been examined up to December 1875 are those possessed by literary pundits belonging to class (*a*). It was best to begin with these, because the owners are more accessible to reason, and their example in opening their libraries would be setting a precedent for the rest to follow. Indeed it has already been followed to some extent since December 1875.

"Manuscripts are almost always found written on paper and not on the palm leaf. Only one manuscript has yet been found written on the palm leaf. They are generally kept in the kind of box known as *pitara*. Considerable care is taken to preserve them from harm; but the constantly increasing use of the frail European paper, in the place of the more durable country paper which was formerly used, universally exposes them to much more rapid destruction by insects. There is reason to fear that as fast as existing manuscripts are destroyed or lost, their places will not always be supplied by fresh copies. The Sanscrit patshalas or schools kept by professional pundits, which are the only existing means for perpetuating Sanscrit learning, are rapidly dying out. Sanscrit learning does not pay in these days, and lithographed manuscripts do not find a ready sale; pundits are becoming more and more ignorant, and the art of caligraphy, once so common, is now almost extinct. The natural result of all these changes is that either fresh copies will not be taken at all, or, if they are taken, they will contain more errors than those which preceded them."

RAJPUTANA.

From Foreign Department No. 1079 G, dated 22nd May 1876, forwarding for consideration a letter from the Governor General's Agent at Rajputana.

The Governor General's Agent at Rajputana has not reported what progress had been made in acquiring Sanscrit manuscripts in the Native States under him up to the end of 1875. He simply submitted copy of a memorandum by Dr. G. Bühler, Educational Inspector in the Bombay Presidency, on the catalogue of Sanscrit manuscripts in the library of the Maharajah of Bikaneer, compiled by Hurish Chunder Shastri, which had been bought for Rs. 1,000.

The Governor General's Agent stated that the materials collected by the Shastri might be sent to Calcutta, where a competent person could be found to abstract and arrange them under supervision. He suggested that Mr. C. Tawney might be willing to receive charge of the documents and to direct their arrangement.

Dr. Bühler stated that he had examined both the library and the Shastri's work, and expressed his opinion that the latter might be used as a basis for a really useful catalogue fit for publication. He observed that the library of the Maharajah contained in all about 1,400 manuscripts. Hurish Chunder had prepared a large voluminous compilation giving a catalogue with abstract of contents of 1,200 works. He added that to print this compilation would be very expensive and nearly useless. He suggested that a short abstract of it be made in which the books should be arranged under each Shastra in alphabetical order. The Shastri was prevented by death from preparing abstracts of the remaining 200 works.

The Government of Bengal was asked whether they could recommend any one else who would undertake to bring out the work within a reasonable time, and on what terms, it being understood that Mr. Tawney was then in Europe.

On 17th August 1876 the Government of Bengal replied that either Dr. Rájendrálála Mitra or the Reverend Dr. K. M. Bannerjee might be relied on as being competent to perform the work in a thoroughly efficient manner. Dr. Rájendrálála Mitra roughly estimated the cost of bringing out the catalogue at about Rs. 5,000. Dr. K. M. Bannerjee observed that he could not himself give an opinion as to the amount of remuneration till he saw the materials he had to deal with.

The Governor General in Council has been pleased to entrust the work to Dr. Rájendrálála Mitra.

Dr. Bühler, it appears, was engaged in exploring Sanscrit manuscripts in Jeypur and Ujjain. The Governor General's Agent does not report the result of the investigations carried on by Dr. Bühler in those places.

No report has yet been received from the Punjab.

The Governor General in Council expresses his highest satisfaction at what has already been effected, especially by Dr. Rájendrálála Mitra in Bengal, by Drs. Bühler and Kielhorn in Bombay, and by Mr. Griffith in the North-Western Provinces. His Excellency in Council regrets that no report has yet been received of what has been done in the Punjab, where there would appear to be an unusually good field for research with such places as Amritsar, Thanesar, to which may be added Rajaor, Cashmere and Jamoo. There can be little doubt that valuable results would be gained, and the Government of India trust that His Honour the Lieutenant-Governor will succeed in finding some person at Lahore or elsewhere who is competent and willing to undertake the work.

The general results which have been obtained are, in the opinion of the Government of India, such as to warrant the prosecution of the search, but the reports received from the several Local Governments and Administrations appear to His Excellency in Council to point to the desirability of re-distributing the work; and in this view the following arrangements have been suggested as appropriate:—

(*a*) that Rajputana, Central India and the Central Provinces should be attached to the Bombay Circle;

(*b*) that Mysore and Coorg should be attached to the Madras Circle; and

(c) that the North-Western Provinces and Oudh should be amalgamated into one circle, and that the work should be entrusted to one officer, or, in the event of its being impossible to find such an officer, that both the North-Western Provinces and Oudh should be joined to the Bengal Circle, the grant for that circle being proportionately raised.

The Governor General in Council desires to be furnished with the opinion of the several Local Governments and Administrations as to the suitability of the re-distribution thus proposed, and to suggest that the existing list of Sanscrit manuscripts should be re-examined by some one competent, and asks, with the view of ascertaining how far it may be worth while to acquire by purchase, where possible, or to secure copies of manuscripts known to exist, that steps be taken accordingly.

His Excellency in Council further desires that the Resolution may be circulated as widely as possible, and that Sanscrit scholars may be invited to make suggestions to indicate desiderata for which it may be deemed expedient to make special search.

ORDER.—Ordered that copies of this Resolution be forwarded to the several Local Governments and Administrations, and to learned institutions and savants in Europe, America and India, with an intimation that a volume of Selections from the Records of the Government of India embodying the papers on the subject will be forwarded hereafter.

(True Extract)
JAMES O'KINEALY,
Offg. Secretary to the Govt. of India.

THE TEACHING OF ENGLISH LITERATURE IN SCHOOLS.*

I sometimes amuse myself by trying to analyze my dreams—to pick out the little bits of coloured glass, which in the kaleidoscope of sleep are transformed into such methodically mad visions. Will this grave and learned body pardon my levity if I tell them a dream I had, and the stuff it was made of? I had been giving, as usual, a lesson in Shakespeare, and after that I had heard a class translate from the Gorgias of Plato (it was the passage where the irrepressible Polus is silenced by Socrates). On coming home from school, I found your Secretary's letter, reminding me of my engagement to lecture on the teaching of English Literature. My thoughts went back to the lesson of the afternoon, and I took down my "Morley" from the shelf, and, as I turned over page after page, I reflected somewhat sadly what a fraction of English literature I knew myself—what a fraction of that fraction I had been able to impart. To solace myself, I took to bed with me, as is my wont, one of my favourite authors; it was Heine's "Harzreise," and I had read as far as the dream of the Göttingen professor, who wanders in a garden where the flower-beds are sown thick with quotations, from which the professor is busy selecting choice specimens and re-planting them in his own flower-bed, while above his bald head the nightingales sing their sweetest songs. Then there came a blank, and I have a dim recollection of a book falling; after that (how long I cannot tell) I was hurrying along Guilford Street, and was just opposite the Foundling, when from out the gateway a man met me, whose face and figure I seemed to know. The broad wrinkled forehead, the bushy eyebrows, the upturned nose and prominent nostrils, could belong to no one but the son of Sophroniscus. I gave him a familiar nod and walked on, for I was behind my time, when he called me by my name and I was compelled to turn back. Taking me by the hand, he asked me reproachfully whither I was hurrying so fast, and whether I had not a moment to spare for an old friend. I told him I was going to give a lecture to the College of Preceptors, and was already late. "At least you have time to tell me the subject," he said. I told him, and I knew as I told him that I was lost. Step by step I was led into a discussion which seemed to me interminable. In vain I struggled to escape, he held me spell-bound like the wedding guest. I have only a confused recollection of an infinite series of inductions, in which blocks and razors, sunbeams and cucumbers, cobblers and lasts, eggs and grandmothers, formed successive steps; but before I awoke from my nightmare I remember clearly that he had made me agree to four propositions—1. That I knew no English Literature myself; 2. That I knew still less how to teach it; 3. That English Literature (like virtue) was not possible to be taught; 4. That I was an impudent fellow, and no better than a sophist, in professing to teach teachers the art of teaching what I was ignorant of myself.

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* A Paper read before the College of Preceptors by F. Storr, Esq. B.A.,—C. P. Mason, Esq. B.A., in the chair.

Gentlemen, I have told my dream, "which was not all a dream," or at least issued from the gate of horn. I have come here to-night, like Chaucer's poor scholar, glad to learn, no less than to teach, not to deliver an address, but to assist at a symposium—a pic-nic to which each guest contributes his ἔρανος, though on me has devolved the honourable and onerous duty of saying grace. You must already be taking me for a Scotch minister, and without more ado we will to supper with what appetite we have.

English Literature is such a wide subject that, as in an Homeric feast, where a whole ox is served up, one is at a loss how to tackle it, and where to make a beginning. I will try to circumscribe and define the subject. Accepting for the nonce the established method of studying English Literature in schools, I propose to discuss how an English author can be read with most profit, how such a lesson may be made at once to convey the greatest amount of solid information, and (what is more important) to develop and stimulate a boy's faculties, and serve as a true intellectual gymnastic.

That is the main question I propose to discuss. But, before embarking on it, I would wish to moot another point, and learn from you whether you consider that English Literature has won its proper share in our school curriculum; and if not, why not; and what you consider the best way to promote the study. I will give you my own experience, premising that it lies within the somewhat limited range of public schools. I hope to hear from some present to-night, who can speak with authority, what is the practice of middle class schools in this matter. It cannot be worse than that of the public schools; and I imagine, as far as time is concerned, it must be better, though the reports of the Oxford and Cambridge Local Examination Board are hardly encouraging.[*]

I will not waste your time by insisting on the advantages of Literature, or re-opening the well-worn debate between the respective merits of a literary and scientific training.

All schoolmasters are agreed that some Literature should be taught; and, if we except a few of the old Shrewsbury type, all would allow that English Literature is worthy to take its place in the school curriculum beside that of Greece and Rome. In theory they would allow it, but how does their practice agree? From all I can gather, the youngest in this case fares the worst, and Benjamin's mess is a Barmecide feast. Some years ago I applied to friends at all the chief public schools for statistics of the number of hours per week devoted to English teaching. I wish I could give you the results of my inquiries in a tabular form, but I found that the teaching was so irregular, and the amount of time varied so much with each form, that this is impossible. I think, however, that the answer of one of my correspondents will convey to you a fair impression of the opinion and the practice of head-masters in this respect:—"We all want to teach English, but cannot find the time. Please show us how. This is the knot of the question." I will try presently to untie (some will say, to cut) the knot; but first I would call your attention to a Public School Time-table drawn up by Sir J. Lubbock in the *Contemporary Review* of January 1876. The time-table represents, it is true, an ideal, not an actual, distribution of hours; but for that very reason it is the more valuable, as containing the views of our principal head-masters on the relative importance of subjects. Is it credible that in this table there is no heading for English Literature or English? Seeing that two at least of the schools included (Rugby and the City of London) do, as a fact, teach English, and teach it systematically, I infer that it must be included under History and Geography. But, whatever may be the explanation, the fact remains the same. There is as yet no distinct recognition of English as a set subject in our public schools. And not only is our practice lamentably defective (this much most would admit), but we are also compelled from these tables to infer that as late as two years ago the theory of head-masters was still behind the age; and our English reformers, Messrs. Abbott and Seeley, Meiklejohn, Skeat, Quick, and Hales, have still a large field for their missionary labours.

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[*] For instance, in the last Oxford report I read: "To the majority of the candidates the work of preparation had obviously been uncongenial drudgery. Many had apparently been encouraged to learn certain notes by heart, but proved unequal to the effort, and reproduced them in ludicrously mangled forms. It was clear that in many instances oral explanations either had been entirely omitted, or had been irrelevant or confusing."

The reason why this new subject has gained so little ground, and is still ignored in our upper schools, or taught only by fits and starts, is not far to seek. The educational *renaissance*, which we have witnessed in the last twenty years, has brought with it many new gifts, but its work is only half accomplished. Science, Modern Languages, and the Mother Tongue have been superadded to the old *quadrivium*, but little has been done to modify the old methods or economize time. Hence there has been a natural reaction; and schoolmasters not unjustly complain that, while the hours of teaching are shortened, the number of subjects to be taught has doubled; and that amid this multiplicity of subjects a boy's powers are frittered away, and thoroughness of knowledge and scholarly exactitude are shipwrecked. The root of the matter, as my correspondent remarked, is how to find time; and, unless I can convince you that other subjects are bound to make way for English, I am free to admit that the reactionists are in the right, and that English is *de trop*. Our educators, it seems to me, move in a vicious circle; and no one class has the courage to strike out a straight path, regardless whether others follow or not. The Universities say, we must examine, and assign scholarships for the subjects taught in schools; the public schools say, we must stick to the old routine or we shall not gain scholarships, and the preparatory schools follow suit.

As English Literature, in some form or other—it may be "Tom Thumb" or "Line upon Line"—must form the first stage of a child's education, unless indeed, like Russian children, they come to learn a foreign tongue before their own, I will begin at the beginning and open fire on the preparatory schools. I was lately asking one of the best and most advanced of our preparatory masters whether he taught English. "I only wish I could," was his reply; "but without Greek and Latin verses it is impossible for a boy to take a high place at Eton or Harrow, and you don't know what it means to teach a boy, who comes to you barely knowing how to read, four or five new subjects in two or three years." So long as parents are what they are; so long as their highest ambition, no matter whether they be noblemen or roturiers, is that their child should gain a scholarship;* and so long as our public schools indulge in the pernicious game of brag, and try which can attract the most youthful talent by holding out scholarships for prodigies in knickerbockers,—it is hardly to be expected that preparatory schoolmasters, whose bread-and-butter depends on attracting parents, will resist the temptation of playing Sir Pandarus to the public schools. But what shall we say of the public schools? They surely are strong enough and independent enough to pursue their own line, disregarding University scholarships, and even, if need be, University class lists. Our entrance examination ought to consist mainly of English. Add Arithmetic, and the rudiments of French and Latin, and you have all that ought to be required of a boy of twelve.†

From the known to the unknown, from the simple to the complex, from familiar facts to easy generalization—synthesis first and analysis afterwards,—this is the only sure path in all sciences, and therefore in scientific education. In teaching English, you have certain materials to work upon. A child can talk, even if his vocabulary be confined to the two hundred words of the Dorsetshire labourer. He can form sentences simple and compound, and "knows the difference 'twixt I and me."

The first lessons in English Literature are learnt from our nurse or at our mother's knee. If I had any voice in choosing a nurse for my children, I should lay the greatest stress on her power of story-telling. All who have read Scott's life (and most of us have renewed our acquaintance with that most delightful of biographies in Mr. Hutton's admirable abridgment) will remember the part his nurse played in determining the bent of his genius. In the nursery and in the kindergarten (that blessed invention of Fröbel for prolonging the heaven that is about us in our infancy) we follow the method of nature. With school-teaching the unnatural method begins. From the old familiar faces of Jack the Giant-killer and the Ugly Duckling the child is banished to a *terra incognita*,—a barbarous land, full of gorgons and hydras and chimeras dire, of imparisyllabic nouns and *verba irregularia*, of enthetic attributes and prolative infinitives. Listen to the pathetic wail of a child:—

"But, madame, the irregular verbs, *verba irregularia*, they distinguish themselves from the regular verbs, *verbis regularibus*, in this,—they are accompanied in the learning with a greater number of floggings, for they are horribly hard. In the gloomy cloisters of the Franciscan Convent close to the school-room there used to hang a crucifix of green wood, and on it a desolate figure, which even now haunts me in my dreams, and looks down on me with fixed bleeding eyes. Before this figure I used to stand and pray, 'O thou poor once persecuted God, do help me, if possible, to keep the irregular verbs in my head.'"

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* A preparatory schoolmaster said to me the other day, "I am having a letter lithographed in answer to parents inquiring whether their sons have any chance of a scholarship."

† The Head-Masters' Conference of 1876, was almost unanimous in condemning the early introduction of Science.

The child is no other than Heine, *das Weltkind*, who with all his worldliness preserved, in spite of Latin grammar and *verba irregularia*, of buffets at school and worse buffetings out of school, something of the innocent brightness of a new-born day,—the most brilliant *littérateur* of the century, who, like Scott, like Byron, like Sir H. Davy, like Lamartine, fed his genius from self-provided stores, and owed little or nothing to "that asinine feast of sow-thistles and brambles which is (still as in Milton's day) commonly set before our youth as all the food and entertainment of their tenderest and most docible age."

"But, my good Sir," some modern Orbilius will exclaim, "you surely mean, sooner or later, to wean the child. You can't intend to nourish a youth sublime on fairy-tales *minus* the science." Certainly not, but I would have no violent break. Instead of crushing his imagination, I would develop it, and by its help wake and stimulate his other powers. To Jack the Giant-killer should succeed Robinson Crusoe (the only book which Jean-Jacques allows in a boy's library); to Robinson Crusoe Pilgrim's Progress, or the Vicar of Wakefield; then Kingsley's Greek Heroes or Lamb's Tales from Shakespeare; then Coleridge's Ancient Mariner or Selections from Plutarch's Lives, and so on. And when the time came for the child to learn a foreign language—not before ten at the earliest, if I had my way—I would tinge the absinth cup of grammar with the honey of romance and anecdote. For the dry military despatches of Cæsar, or the dreary marches and counter-marches of the Anabasis (I am speaking from a child's point of view), I would substitute such books as Bennett's Easy Latin Stories or Phillpott's Stories from Herodotus. Language, I freely admit, is a study well worth pursuing for its own sake; but there is no reason why at any stage of the process we should divorce the instrument of thought from the thought itself, —not see the wood for the trees, and *propter verba verborum perdere causas.* Ancient literature is like a casket of rare coins kept under lock and key, and we schoolmasters too often waste the best years of school life in teaching the elements of the locksmith's trade. Most boys, when they leave school, are still fumbling at the wards; few attain even to a sight of the coins, and fewer still can read their image and superscription. Of the riches that lie at their feet, "the heaps of living gold that daily grow," they have been told nothing, and value it no more than the children of Eldorado in the story value the golden nuggets in the street. "Classics were the *reveillé* of the 16th century, they are like to prove the nightmare of the 19th."*

But here I can imagine some modern Demetrius haranguing his workmen of like occupation and saying:—This fellow is introducing a pestilent heresy. Not only does he speak lightly of the great Mumbo Jumbo of Classics, whom all England and every public school worshippeth, but our craft is in danger to be set at nought. If the Vicar of Wakefield and Robinson Crusoe are to form a boy's principal study, the schoolmaster's occupation is gone. *Amo* we know, and *τύπτω* we know, but what are these?

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* E. E. B.'s Table-Talk, unedited.

A transitional time must bear hardly on the professorial class. It calls for rare moral as well as mental qualities for a man who half his life has taught that the sun goes round the earth to begin to teach that the earth goes round the sun. A fellow-feeling and a sense of my own infirmities make me sympathize with the worthy guild of idol-makers. I too have had to burn the gods I was taught to adore exclusively. Yet our case is not so desperate as our friend would make it out, and I hope there is no occasion for us to commit the happy despatch. Even with such a simple book as Goldsmith's Vicar of Wakefield there is plenty of teaching to be done. True, it cannot be purely mechanical teaching, as a lesson in Cæsar or Xenophon too often is. The master must have prepared his lesson, and must have his wits about him. I undertake to say that any one who gives the experiment a fair trial will find that his great difficulty is, not to find enough to do, but to get through the lesson of half-a-dozen pages in the hour. But this topic has been so exhaustively handled in an excellent lecture of Dr. Abbott* that I need not go over the ground again. I will only add one or two hints that I have picked up in the course of teaching:—1. At the end of each lesson give the class a clear outline of what you expect them to prepare for the next lesson. 2. In teaching grammar, drop accidence, but emphasize logic. The following question was put the other day to a fourth form:—"If you eat too much pudding at dinner, and are sick, what is the cause, and what is the consequence?" Out of thirty, two gave a correct answer. The first thing a child learns in grammar should be subject and predicate. 3. Half the lesson should be given with books shut. By judicious questioning you will be able to keep up the thread of the story, and extract from the form a continuous narrative. In this way you will impart the most useful of all arts, the art of getting up a subject, and cultivate the most useful of all faculties, a pictorial or real, as distinguished from a verbal memory. 4. Set as an exercise, to reproduce on paper—first, the substance of a paragraph or chapter; secondly, as far as possible, the exact words of any striking passage; thirdly, to write something, for which you furnish the materials, in the style of the original. This is the only satisfactory way of practising boys in English composition. Essays proper, those bricks without straw, have, by common consent, been abandoned.

(*To be continued.*)

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* Lectures on Education, delivered before the College of Preceptors, pp. 41, 42, and *Record* for the year 1871.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED INTO THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 19TH OCTOBER TO 20TH NOVEMBER 1878.

A fresh supply of the following English Books has arrived from England:—

	Rs.	a.	p.
Webster's Dictionary complete, Pictorial Edition, with Appendices	15	12	0
Chambers's Etymological English Dictionary	2	0	0
Ogilvie's Student's English Dictionary	3	12	0
Collins's Pronouncing Dictionary	0	8	0
Chambers's Moral Class Book	0	12	0
Do. Biography	1	0	0
Nelson's Royal Readers, No. III.	0	8	0
Do. do. No. IV.	0	12	0
Do. do. No. V.	1	0	0
Do. do. No. VI.	1	4	0
Allen and Cornwell's School Grammar	0	14	0
Colenso's Arithmetic	2	4	0
Potts's Euclid, Books I.—IV.	1	8	0
Do. do. Book I.	0	8	0
Laurie's Copy-Books, Nos. V. and VI., each	0	1	4
Adams's English Language	2	4	0
Milton's Poetical Works	1	12	0
Cowper's Poetical Works (Chandos Classics)	0	12	0
Philip's First School Atlas	0	8	0
Cooke's Universal Letter Writer	0	8	0
Pope's Homer's Iliad (Milner)	0	8	0
Æsop's Fables (Milner)	0	8	0
Edith Thompson's History of England	1	4	0
Shakespeare's Julius Cæsar by Hunter	0	8	0
Angus's Hand-Book of the English Tongue	2	8	0
Collins's International Atlas	5	4	0
Heywood's National Atlas	0	8	0
Smith's (Barnard) Arithmetic	2	4	0
Todhunter's Algebra, large	3	12	0
Arabian Nights' Entertainments (Dick's Edition)	0	4	0
Byron's Prisoner of Chillon and Part of Mazeppa (W. & R. Chambers)	0	1	4
Calvert and Saward's Selections from Livy, Books VIII. & IX., with Notes and Map (Latin)	1	0	0
Hiley's English Grammar	1	12	0
Elliot—History of India as told by its own Historians. The Muhammadan Period. Edited by Professor J. Dowson, Vol. VII.	10	8	0
Do. do. by do. Vol. VIII.	12	0	0

New Books published by the Department.

GUJARATI.

	Rs.	a.	p.
Mahipatram Rupram—Khagol Vidya; or Astronomy, translated from Cooke's Natural Science Series	0	8	0

ANGLO-MARATHI.

Tarkhadhar—Translation Series, Part II.	0	12	0

New Editions published.

MARATHI.

Patavardhan—Ujalanichen Pustak, 4th Edition	0	1	6
Do. Elementary Geography, Part I. (Description of the Bombay Presidency), 3rd Edition	0	1	6
Chiplunkar—Padyaratnavali, 2nd Edition	0	8	0
Chhatré—Balmitra, Vol. I., Revised Edition	0	12	0

GUJARATI.

Bhogilal—Deshi Hisab; or Mental Arithmetic, Part I., 5th Edition	0	1	3
Hope—Departmental 6th Reading Book, 8th Stereotyped Edition	0	10	0

ANGLO-GUJARATI.

Wells—English Exercises, Part II., 3rd Edition...........	0	7	0

KANARESE.

First Book of Kanarese Poetry	0	2	0

New Books purchased by the Department.

MARATHI.

Bruce (Rev. H. J.)—Tulaná Darshaka Shárir Shástra; or Anatomy, Human and Comparative	2	8	0

DEPARTMENTAL NOTICES.

Expulsions from Poona Training College and Educational Department.

NOTICE.

Govind Pandurang Kulkarni and Keshav Vaman Pethé, students of the Poona Training College, having fraudulently obtained certificates of physical fitness from the Civil Surgeon at Poona, and Govind Keshav Gadgil and Balkrishna Vishnu Kshirsagar having assisted in the fraud, are discharged from the Training College, and are not to be employed in the Educational Department in any capacity whatever.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
14th November 1878.

Government Sanction required before expenditure in excess of Contingent Allowances is incurred.

NOTIFICATION.

The subjoined Government Resolution, No. 3976, dated 2nd November 1878, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
16th November 1878.

Matting. No. 3976.

FINANCIAL DEPARTMENT.

Bombay Castle, 2nd November 1878.

Resolution of Government in the Judicial Department, No. 6068, dated 21st October 1878—Requesting this Department to authorize the Accountant General to pass a charge of Rs. 165-6-3 for coir matting for the offices of the District Court of Kurrachee and the Law Library of the Sadar Court as a miscellaneous contingent charge under Civil and Sessions Courts; and forwarding, for consideration and the issue of such orders as may appear desirable, extract paragraph 2 from the Accountant General's report No. T.A.A. 9767, dated 11th idem, in which that officer suggests the expediency of a distinct general declaration from Government that when it is found necessary to incur a charge which, though ordinarily debitable against the fixed petty supply allowance, is likely to be too large in amount to be met from that source, specific sanction of Government should be obtained *before* the expense is incurred or the money disbursed, as this would ensure the disposal of each application on its merits, without reducing Government to the alternative of either passing expenditure not fully approved, because it has already been incurred, or insisting on its recovery from the officer responsible for it.

RESOLUTION.—Sanctioned.

2. In the cases mentioned by the Accountant General the sanction of Government should always be obtained previous to the charge being incurred.

E. W. Ravenscroft,
Chief Secretary to Government.

To the Commissioner in Sind; the Judicial Commissioner in Sind; the District Judge of Kurrachee; the Accountant General; all Departments of the Secretariat; all other Heads of Offices under the Civil Departments.

Water Establishments.

Notification.

The subjoined Government Resolution, No. 4132, dated 12th November 1878, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd November 1878.

Water Supply. No. 4132.

Financial Department.

Bombay Castle, 12*th November* 1878.

Read again :—

Government Resolution No. 2431, dated 16th August 1872, directing the discontinuance of water establishments throughout the Presidency.

Government Circular No. 2741, dated 22nd July 1873, requesting information as to what establishments for supplying water to the several offices in this Presidency were entertained before the issue of the above Resolution.

Read also :—

Replies from the several local Officers and Departments to the above circular, as also an application from the Commissioner in Sind for sanction to an expenditure of Rs. 3 per mensem for supplying water to the Keti Custom House.

Memorandum from the Accountant General, No. T.A.A.—10746, dated 1st November 1878—Stating that Rs. 27 in all has been retrenched for supplying water to the Keti Custom House, and if Government now consider that the amount recovered should be refunded, the charge would have to be met from the general grant for contingencies, under " 7, Customs," as the Collector's ordinary petty supply allowance would not be sufficient to meet this accumulated demand; and adding that if the application for sanction to a monthly expenditure of Rs. 3 be granted, the amount would be met from the Collector's petty supply allowance.

RESOLUTION.—The charge, amounting to Rs. 27, which has already been incurred, may be passed; and the Collector of Customs, Kurrachee, authorized to incur an expenditure not exceeding Rs. 3 per mensem for supplying water to the Keti Custom House in future, the charges being debited as suggested by the Accountant General.

2. As regards the general question of water establishments for the whole Presidency, Government are pleased to direct that, except in cases where sanction has been specially accorded to the incurring of expenditure on this account, no charge on account of water establishment is to be passed.

E. W. RAVENSCROFT,
Chief Secretary to Government.

To the COMMISSIONER in SIND; the COLLECTOR of CUSTOMS, KURRACHEE; the ACCOUNTANT GENERAL;—all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT (with reference to paragraph 2 of the Resolution).

Book Sanctioned.

NOTIFICATION.

A Marathi book (illustrated) on "Comparative Anatomy," by the Rev. H. J. Bruce, is sanctioned as a Prize and Library Book in English and Marathi Schools. The price of the book is Rs. 2½.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd November 1878.

Book Sanctioned.

NOTIFICATION.

Mr. Tarkhadkar's Second Book of the Anglo-Marathi Translation Series is sanctioned for use in the Third and higher Standards of English Schools.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
25th November 1878.

Pre-audit of increased Salary bills applicable to gazetted officers only.

NOTIFICATION.

In continuation of this office Notification dated 7th ultimo, the subjoined Government Resolution, No. 4147,* dated 13th instant, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th November 1878.

Pay and Allowances.

No. 4147.

FINANCIAL DEPARTMENT.

Bombay Castle, *13th November* 1878.

Resolution of the Government of India, Financial Department, No. 3731, dated 31st October 1878:—

"Read again—

"Financial Resolution No. 2640, dated the 31st August 1878, directing that 'no officer shall draw an increased rate of salary without pre-audit.'

"Read—

"Letter from the Accountant General, Bombay, No. 9608 L.A., dated the 8th October 1878, stating that he has received several inquiries from responsible officers whether the order applies to gazetted officers only, or to all officers, gazetted and non-gazetted; and soliciting orders about its interpretation.

"RESOLUTION.—The Governor General in Council is pleased to declare that the order applies to gazetted officers only."

RESOLUTION.—To be communicated to the Departments and Officers concerned, in continuation of Government Resolution No. 3341, dated 18th September 1878.

(Signed) E. W. RAVENSCROFT,
Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS, including the COLLECTORS and the SUPERINTENDENTS in SIND; the ACCOUNTANT GENERAL.

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* See Record of last month, page 249.

All Returns whatever to be on paper of Foolscap size.

Returns. No. 3750.

FINANCIAL DEPARTMENT.

Bombay Castle, 17th October 1878.

Letter from the Secretary to the Government of India, Department of Revenue, Agriculture, and Commerce, No. 7, dated 1st October 1878:—

"I am directed to invite attention to the Resolution, in the Financial Department, of the Government of India, No. 2615, dated the 31st August last, directing that paper of foolscap size should always be used in the preparation of returns and estimates submitted to that Department, and to state that this order should be observed in the preparation of all returns submitted to this Department, to whatever subject they may relate."

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, in continuation of this Department Resolution No. 3375* dated 20th ultimo.

(Signed) E. W. RAVENSCROFT,
Chief Secretary to Government.

No. 2425 OF 1878-79.

Published for the information and guidance of the Deputy Educational Inspectors and Head Masters of High and 1st Grade Anglo-Vernacular Schools, &c.

T. WADDINGTON, Colonel,
Educational Inspector, C. D.

Poona, Office of the Educational Inspector, C. D.,
22nd November 1878.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OCTOBER TO 15TH NOVEMBER 1878.

24th October 1878.—Two months' privilege leave is granted to Mr. Fattachand Girdhurdas, Acting Third Assistant Master, Shikarpur High School.

24th October 1878.—Three months' sick leave is granted to Mr. Kashinath Damodhur, Assistant Master, Engineering School, Hyderabad.

25th October 1878.—Mr. Valabhram Vajeram Mehta is confirmed in his appointment as Assistant Deputy Educational Inspector, Southern Surat Sub-Division.

25th October 1878.—Mr. Hiralal Narotamdas Dalal, B.A., is confirmed in his appointment as Second Assistant Master, Surat High School.

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* See Record of last month, page 250.

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Government of Maharashtra
on 17 February, 2016

28th October 1878.—Mr. B. R. Sahasrabudhé, B.A., Fourth Assistant Master, Poona High School, is appointed Acting Third Assistant Master in the same school, *vice* Mr. Gharpuré.

28th October 1878.—Mr. Annaji R. Atré, B.A., Sixth Assistant and Acting Fifth Assistant Master in the Poona High School, is appointed Acting Fourth Assistant Master in the same school, *vice* Mr. Sahasrabudhé, promoted.

5th November 1878.—Mr. Tarachand Showkiram, Acting Persian Teacher, is appointed to act as Second Assistant Master, Hyderabad High School, *vice* Mr. Teckchand Udhandas.

5th November 1878.—Mr. Murajmal Valeram, Fourth Assistant Master, Hyderabad High School, is appointed to act as Persian Teacher, *vice* Mr. Tarachand Showkiram.

8th November 1878.—Three months' leave on private affairs, commencing from the 11th November 1878, is granted to Mr. Vaman S. Pinglé, Fourth Assistant Master, Dhulia High School.

13th November 1878.—Four months' sick leave is granted to Mr. S. B. Bhaté, Second Assistant Master, Karwar English School, from the 20th October 1878.

13th November 1878.—Mr. K. Ramrao Mahaling is appointed Acting Second Assistant Master, Karwar English School, *vice* Mr. Bhaté, on leave.

13th November 1878.—Mr. P. V. Godbolé, F.E.A., is appointed Acting Fifth Assistant Master, Poona High School, *vice* Mr. Atré, promoted.

14th November 1878.—Thirteen months' leave without pay is granted to Mr. B. G. Kerur, Third Assistant Master, Dharwar High School.

14th November 1878.—Mr. Shankar Raoji Apté, Fourth Assistant Master, Dharwar High School, is appointed substantive *pro tem.* Third Assistant Master in the same school, *vice* Mr. Kerur, on leave.

14th November 1878.—Mr. B. V. Bhidé, F.E.A., Fourth Assistant Master, Satara High School, is appointed substantive *pro tem.* Fourth Assistant Master, Dharwar High School, *vice* Mr. Apté, promoted.

14th November 1878.—Mr. M. G. Waglé, F.E.A., substantive *pro tem.* Third Assistant Master, Tanna English School, is appointed substantive *pro tem.* Fourth Assistant Master, Satara High School, *vice* Mr. Bhidé, transferred to Dharwar.

15th November 1878.—Mr. Govind Ganesh Godbolé is appointed Acting Fourth Assistant Master, Dhulia High School, *vice* Mr. V. S. Pinglé, on leave on private affairs.

T. WADDINGTON, Colonel,
Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th November 1878.